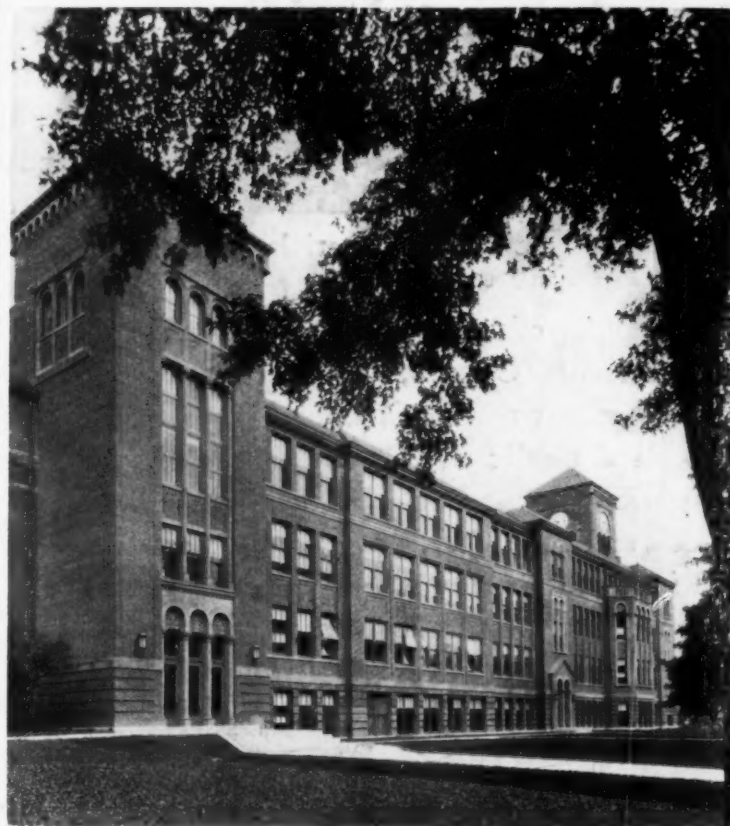


The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF
RESEARCH TO THE BUILDING, EQUIPMENT
AND ADMINISTRATION OF SCHOOLS

VOL. VI
No. 5

NOVEMBER
1930



Published by THE NATION'S SCHOOLS PUBLISHING Co., Chicago.

PROPRIETARY COPY

THE NATION'S SCHOOLS PUBLISHING CO.

“Youth can’t be careful,”... so Crane engineers were careful for it

Specialists in building needs for physical education of youth . . . heads of the Engineering Department of the Y. M. C. A. Architectural Bureau . . . came to Crane engineers.

“Youth at play can’t be careful,” they said. “Shower equipment in club and school buildings should be more rugged at certain points where trouble now develops.”

That was the beginning of the new Crane Y. M. C. A. shower C-4408, especially built to meet needs of schools, clubs, and public wash rooms. Every weak point that experience of schools and Y. M. C. A.’s has disclosed in past showers has been strengthened. It has been built



Crane C-4408 Y. M. C. A. Shower. In its design, all the faults of showers used in school and club buildings have been corrected

to endure, even against hard usage. To co-operate with architects and engineers of schools and other specialized buildings and produce materials exactly adapted to their needs is a fixed policy of Crane Co. It accounts for the completeness and quality of Crane materials which meet every school plumbing, heating, and piping need. Let our School Plumbing Advisory Service work with your architects and officials in selecting exactly the materials your school needs.

Valves



CRANE



Fittings

CRANE CO., GENERAL OFFICES: 836 S. MICHIGAN AVE., CHICAGO

NEW YORK OFFICES: 23 WEST 44TH STREET

Branches and Sales Offices in One Hundred and Ninety-six Cities



The new Washington High School,
Lorain, Ohio, painted throughout
with Barreled Sunlight.

Their Business Manager chose interior paint in a *businesslike way*

THE Board of Education at Lorain, Ohio, had a new high school to paint. So they secured samples of eight "standard makes" of interior paint. Tested them. And chose Barreled Sunlight.

"Tests were made," they say, "for hiding qualities, covering power and ease of application."

True enough, Barreled Sunlight does spread over a larger area, has greater hiding power, is easy to apply. But, in the opinion of many users, that's a secondary consideration.

Marked resistance to dirt . . . a high degree of light reflection . . . ease of washing . . . these are the characteristics that explain Barreled Sunlight's wide-spread popularity.

U. S. Gutta Percha Paint Co., Providence, R. I. Branches or distributors in all principal cities. (For the Pacific Coast, W. P. Fuller & Co.)



Barreled Sunlight

Reg. U. S. Pat. Off.

Easy to Tint

Any desired shade is obtained by simply mixing ordinary colors in oil with Barreled Sunlight white. Quantities of five gallons or over are tinted to order at the factory without extra charge.

BOARD OF EDUCATION BUSINESS DEPARTMENT LORAIN, OHIO	
W. A. PILLANS BUSINESS MANAGER	
REPLYING TO	SUBJECT
	DATE November 15, 1929
U. S. Gutta Percha Paint Co. Providence, R. I.	
Gentlemen:	
After testing eight standard makes of interior wall paint, we chose Barreled Sunlight for our High School.	
Tests were made for hiding qualities, covering capacity and ease of application.	
We are highly pleased with the results obtained.	
Very truly yours <i>W. A. Pillans</i> Business Manager	
WAP:MP	

U. S. GUTTA PERCHA PAINT CO.
47-K Dudley Street, Providence, R. I.

Please send us further information and a panel painted with Barreled Sunlight. We are interested in the finish checked here.

Gloss ☐ Semi-Gloss ☐ Flat ☐

Name

Street

City State

**"One man . . .
now does the work of many"**

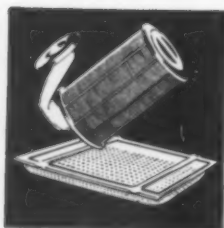


NO confusion, no sacrifice of valuable kitchen space, no wasted energy. Smoothly, methodically, economically, one man keeps pace with the clean dish needs of a thousand diners. Efficient kitchen management today requires more than speed. It demands uninterrupted delivery of clean, unchipped dishes at minimum labor cost and labor turnover.

To meet these specifications your dishwashing equipment must be scientifically and sturdily constructed—simple, efficient and dependable in operation. That is why Colt Autosan Dishwashing Machines are selected as original and replacement equipment by the best Hotels, Restaurants, Cafeterias, Schools and Hospitals in America.

COLT AUTOSAN

Dishwashing Machines



Special Colt Autosan Scrap Trays and Filter Barrels prevent clogging and stoppage of operating parts. There's a Colt Autosan Dishwashing Machine to fit every space and service condition. Eight models, 100 to 2000 or more patrons per meal, cafeteria service; from \$615 up. May we send you "Packet M" describing exclusive Colt Autosan features?



Model "B" Rotary Conveyor Type. Price in Copper, \$1500, F. O. B. Factory.



64-61



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AUTOSAN MACHINE DIVISION
HARTFORD, CONN., U.S.A.

MAKERS OF FIRE ARMS, ELECTRICAL EQUIPMENT, MOULDED PLASTIC PRODUCTS, DISHWASHING AND METAL-CLEANING MACHINES.

CONTENTS

Volume VI

November, 1930

Number 5

COVER

Lyons Township High School, La Grange, Ill.

- Professional Standards as They Relate to Teaching..... 21
 BY J. B. EDMONSON, *Dean, School of Education, University of Michigan.*
- School Policy in Books and in Schoolrooms..... 26
 BY WILLIAM MCANDREW.
- Truancy—When and Why It Occurs..... 31
 BY PAUL FLEMING, *Vice-Principal, University High School, Oakland, Calif.*
- Providing Progressive Education in Small Rural Schools..... 39
 BY DR. FANNIE W. DUNN, *Associate Professor of Education, Columbia University.*
- Making the Most of the Auditorium Stage in the School..... 45
 BY VERA LIGHTHALL, *Northern Normal and Industrial School, Aberdeen, S. D.*
- What the States Are Doing for Public Education..... 49
 BY CLARENCE O. LEHMAN, Ph.D., *Director of Training and Head of the Education Department, State Normal School, Geneseo, N.Y.*
- Building Schools for Crippled Children..... 55
 BY R. W. YARDLEY, *Assistant Architect, Board of Education, Chicago.*
- How to Eliminate Fire Hazards..... 65
 BY J. R. BARTON, *Superintendent of Schools, Oklahoma City, Okla.*
- Pictures That Will Enhance the Value of Your Publications.... 67
 BY PHILIP LOVEJOY, *Assistant Secretary, Rotary International, Formerly Assistant Superintendent of Schools, Hamtramck, Mich.*
- Schoolhouse Planning:
 Developing the Educational Program for Community Need... 75
 BY ARTHUR B. MOEHLMAN, *Professor of School Administration and Supervision, School of Education, University of Michigan.*
- Your Everyday Problems:
 Attendance Records and How They Affect the School's Efficiency 80
 BY JOHN GUY FOWLKES, *Professor of Education, University of Wisconsin.*

(Continued on page 4)

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CONTENTS FOR NOVEMBER, 1930

- Practical School Administration:
An Idea File and What It Means to One in Educational Work.. 88
BY PHILIP LOVEJOY, Assistant Secretary, Rotary International,
Formerly Assistant Superintendent of Schools, Hamtramck,
Mich.

EDITORIALS

- A Department of Public Relations..... 72
Educational Inbreeding 73
Should the Business Manager Be Independent of the
Superintendent? 74
Group Insurance for Teachers..... 74
- News of the Month..... 92
In the Educational Field..... 108

Visual Instruction at its BEST!

The SWING-WING

Blackboard

DISPLAYOR

with Genuine BANGOR Slate!

▲ Eighty-four square feet of Blackboard space within the reach of Teacher's pointer! The Swing-Wing Blackboard Displayor, built like a giant eight-page book, multiplies Blackboard space . . . reduces eye-strain . . . enables the instructor to preserve written material indefinitely!

The Wings open at wide angles, permitting clear vision from any point within the classroom. The Swing-Wing Blackboard Displayor may be quickly attached to any wall, post or partition. Ruggedly built . . . handsomely finished . . . moderately priced—a real aid to educators!

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Write to-day for Catalog S11 containing detailed information and new low prices now in effect.



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Manufactured by UNIVERSAL FIXTURE CORP., 135 W. 23 St., New York

. . . Car-Na-Var Gives Mirrorlike Finish to Linoleum Floors of Indianapolis Public Library . . .

"TWICE a year," reports* Geo. P. Kern, Custodian of the Indianapolis Public Library, "our 50,000 sq. ft. of linoleum is given one coat of Car-Na-Var and thoroughly machine polished. A weekly polishing gives the floors a mirrorlike finish so that they require only a nightly dry mopping to keep

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Car-Na-Var—the perfect floor treatment

Car-Na-Var is a scientific combination of varnish gum and waxes. It gives a beautiful, lustrous, yet non-slippery finish to wood, linoleum, mastic, concrete, cork, etc. . . . protects the surface indefinitely from wear . . . and cuts maintenance costs as much as 50%.

Car-Na-Var wears 3 times as long as varnish or floor wax. It is easily applied with a mop and is ready for traffic in an hour. Worn spots can be repaired without showing overlaps. Comes in "natural" and popular colors. Car-Na-Var in color eliminates a separate application of stain.

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Rubber-Var is made of the same solids as Car-Na-Var, but is liquefied by thinners harmless to rubber. Use Rubber-Var for treating rubber, soft composition and light colored terrazzo floors. Gives same desirable results as Car-Na-Var. It's waterproof!

* From a certified Gould Report



Car-Na-Var, applied lightly twice a year, machine polished weekly, and dry mopped nightly keeps the 50,000 sq. ft. of battleship linoleum in the Indianapolis Public Library in excellent condition, in spite of constant traffic

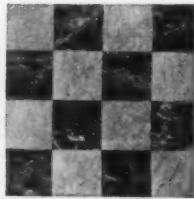


CAR-NA-VAR
TRADE MARK REG. U.S. PAT. OFF.
THE PERFECT FLOOR TREATMENT

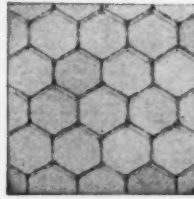
USE **RUBBER-VAR** FOR RUBBER FLOORS



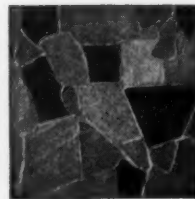
Wood (Car-Na-Var)



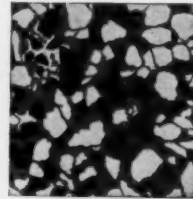
Linoleum (Car-Na-Var)



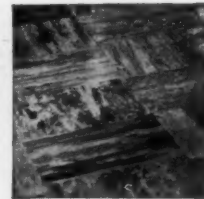
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Slate (Car-Na-Var)



Terrazzo (Rubber-Var)



Rubber (Rubber-Var)

Above are a few of the many types of floors that can be efficiently and economically treated with Car-Na-Var or Rubber-Var



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Without obligation send me FREE copy of "Floor Research". Also send me further details about Car-Na-Var and your FREE TEST offer.

Name _____

Address _____

By _____

total approximate area	kind	present treatment (oiled, waxed, etc.)
We have _____ sq. ft.	_____ floors	_____
_____ sq. ft.	_____ floors	_____

Index of Advertisers

A	
Alberene Stone Company.....	110
American Laundry Machinery Company.....	8
Appleton Wood Products Co.....	114
Armstrong Cork Company.....	13
Armstrong Cork & Insulation Company.....	109
Art in Bronze Co., Inc.....	112
Automatic Pencil Sharpener Co.....	101
B	
Baritone Manufacturing Company.....	91
Bay West Paper Co.....	12
Bell & Howell Co.....	14
Buckeye Blower Company.....	19
Buckeye Glide Co.....	115
Burleigh MillsInsert opposite	9
C	
Carter Bloxonend Flooring Company....	9
Celotex Company.....	125
Century Brass Works, Inc.....	18
Clow & Sons, James B.....	95
Colt's Patent Fire Arms Mfg. Co.....	2
Congoleum-Nairn, Inc.....	79
Continental Chemical Corporation.....	5
Crane Company.....	2nd Cover
D	
Dayton Safety Ladder Company.....	113
Dick Company, A. B.....	93
Doherty-Brehm Company.....	20
Draper Shade Company, Luther, O.....	122
Dunham Co., C. A.....	121
Duriron Company.....	87
E	
Eagle Soap Corporation.....	122
Eastman Teaching Films, Inc.....	85
Ebinger Sanitary Mfg. Co., D. A.....	116
Economics Laboratory, Inc.....	8
.....Insert opposite	
F	
Finnell System, Inc.....	4th Cover
Ford Co., J. B.....	99
G	
Gillis & Geoghegan.....	110
Graybar Electric Company.....	132
H	
Hamlin, Irving.....	115
Hazel-Atlas Glass Co.....	124
Heywood-Wakefield Co.....	107
Hillyard Chemical Company.....	8
Holophane Co., Inc.....	3rd Cover
Homestead.....	130
Holtzer-Cabot Electric Company.....	116
Hynson, Westcott & Dunning.....	115
I	
International Business Machines Corp...	126
Interstate Shade Cloth Co.....	116
J	
Johnson & Son, S. C.....	81
K	
Kundtz Company, Theodor.....	15
L	
Lawlor Company, S. C.....	103
M	
Lincoln Hotel.....	122
Lyon Metal Products, Incorporated.....	111
N	
National School Equipment Company....	112
Nation's Schools Publishing Co.....	114, 118, 126, 128
National Theatre Supply Company.....	12
Neighbor & Riggs, Inc.....	103
Nelson Corporation, Herman.....	10, 11
Nurre Companies.....	14
O	
Oakite Products, Inc.....	105
Onondaga Pottery Company.....	129
P	
Patent Scaffolding Co.....	123
Peerless Unit Ventilation Co., Inc.....	83
Pennsylvania Hotel.....	120
Peterson & Co., Inc., Leonard.....	119
Potter Manufacturing Corporation.....	114
R	
Rand McNally & Company.....	119
Rastetter & Sons Co., Louis.....	123
Richey, Browne & Donald, Inc.....	101
Rixson Co., Oscar C.....	18
Robbins Flooring Co.....	120
Royal Metal Manufacturing Company....	119
Rundle-Spence Mfg. Co.....	123
S	
Sedgwick Machine Works.....	113
Sengbusch Self Closing Inkstand.....	103
Society for Visual Education, Inc.....	105
Standard Oil Co. (Indiana).....	117
Stewart Iron Works Co., Inc.....	120
Sturtevant Company, B. F.....	127
T	
Taylor Co., Halsey W.....	113
Tile-Tex Company.....	17
Troy Laundry Machinery Co., Inc.....	120
Twin City Scenic Company.....	118
U	
United Fruit Company.....	7
U. S. Gutta Percha Paint Co.....	1
Universal Fixture Corp.....	4
V	
Vallen Electrical Company, Inc.....	122
Valleyco Co., Inc.....	119
Victor Animatograph Corporation.....	101
W	
Wayne Iron Works.....	116
Welch Manufacturing Co.....	16
Western Electric Co.....	132
Witt Cornice Company.....	101
Wooster Products, Inc.....	123
Wright-DeCoster, Inc.....	89

A delicious "Banana-Split" Salad

The very name makes
children want it!



Pictured is a "Banana-Split" Salad as published by Hotel Management and Restaurant Management. It is made from a split banana, gelatin, chopped nuts and dressing. May be simplified by omitting gelatin.

SCHOOL DAYS—literally—are salad days. Haven't you noticed the way so many children pass through the "pickle-craving" stage? Take advantage of this desire for tangy foods by serving a wholesome, healthful, inexpensive salad. Made with crisp lettuce, chopped peanuts and a simple dressing, "Banana-Split" Salad may be classified under foods "high in food value and low in cost." With bread and butter, a "Banana-Split" Salad makes an adequate, thoroughly satisfying and wholesome luncheon.

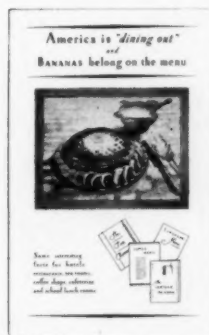
BANANAS can do delightful things to sandwiches

BANANA and Peanut Butter Sandwich—Slices of banana on top of the peanut butter make a more moist and much tastier sandwich.

Banana, Cream Cheese and Jelly Sandwich—A layer of cream cheese, a layer of jelly and a layer of sliced banana make a sandwich that's a big treat to a sweet tooth.

Either of these sandwiches may be made with whole wheat bread.

Health properties in liberal quantities are found in any dish made from bananas. Remember this in winter when fresh fruits and vegetables are not so plentiful. Bananas are a good source of vitamins A, B, and C, and contain the essential minerals. In planning school menus, look upon the ripe banana as a storehouse of healthful energy that growing children need.



This booklet, showing the nutritive value of bananas and suggesting new uses for them, will be sent without charge. Use the coupon below.

UNITED FRUIT COMPANY
1 Federal Street, Boston, Mass.

Please send me a free copy of
"America is Dining Out."

Name _____

Address _____

City _____

State _____

Saving hours—saving dollars . . .

*rushing the linens
back to service*



Mt. Hope Retreat, Mt. Hope, Maryland

Mt. Hope Retreat's businesslike laundry department, planned and installed with the aid of American Laundry Machinery Company engineers.

LIKE most school laundries nowadays, this is an "all-American" department, from monel metal Cascade Washers to fast-flying Eagle Presses. A guaranty of "on schedule" service, high quality standards and low operating costs. The "American" engineers, who planned this and so many other laundries in schools of every size, will be glad to call and discuss *your* laundry situation. Just write.

**THE AMERICAN LAUNDRY
MACHINERY COMPANY**

Norwood Station, Cincinnati, Ohio



The Canadian Laundry Machinery Co., Ltd.
47-53 Sterling Road, Toronto 3, Ont., Canada
Agents: British-American Laundry Machinery Co., Ltd.
Underhill St., Camden Town, London, N.W.1, England



SHINE-ALL will preserve your floors and keep them attractive. Don't wait until it is too late. Write us to have a Maintenance Engineer show you without cost or obligation what SHINE-ALL will do and how it will **SAVE YOU MONEY!** SHINE-ALL is neutral, non-abrasive and non-acid—that's why it is so safe for your floors. Remember, next year **MAY BE TOO LATE.**

SHINE-ALL SALES COMPANY
Distributors for
HILLYARD CHEMICAL COMPANY
ST. JOSEPH, MO., U. S. A.

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LISTEN TO THE
SHINE-ALL
MESSAGE

BEFORE IT'S



filmless dishes and glassware always bright and sparkling



Mr. Jean Vernet, catering chef, Hotel Nicollet, Minneapolis, says:

"Soilax is wonderful! My dishes and glassware emerge with a sparkle ordinarily possible only by hand-polishing. Soilax keeps the dishwashing machine exceptionally clean—no deposits, no clogged drains or sprays! Congratulations upon your discovery."

THE most ominous thing regarding the health of any business is to observe a guest wiping a spoon or dish with his napkin. It is a warning that no one may ignore—the presence of the fatal "grease-film" on the service.

By merely charging your dishwashing machine with Soilax, you may be assured of sparkling glassware, dishes and silverware at all times, *without the slightest trace of film.*

Soilax—an utterly new type of cleaning material—instantly emulsifies all grease. Dishes and glassware washed in Soilax emerge from the rinse sparkling and bright. By emulsifying all grease, it prevents sprays and drains from clogging. A machine in which Soilax is used is always clean and sanitary.

Several thousand of the largest and most particular institutions in the country now use Soilax exclusively in their dishwashing machines. Among the many are:

Eppley Hotels Company	Hollendon Hotel	Cleveland
Book-Cadillac Hotel	Interstate Company	Detroit
Stouffer's Lunch System	Congress Hotel	Chicago
Myron Green Cafeteria, Kansas City	Hanover Lunches, Inc.	
Governor Clinton Hotel, New York	Muelbach Hotel	Kansas City
Henrici's Restaurant	Pennsylvania Hospital, Philadelphia	
Knott Hotels Corporation	Coronado Hotel	St. Louis
Hotels Statler, Inc.	Bellevue Hospital	New York
Passavant Hospital		Chicago

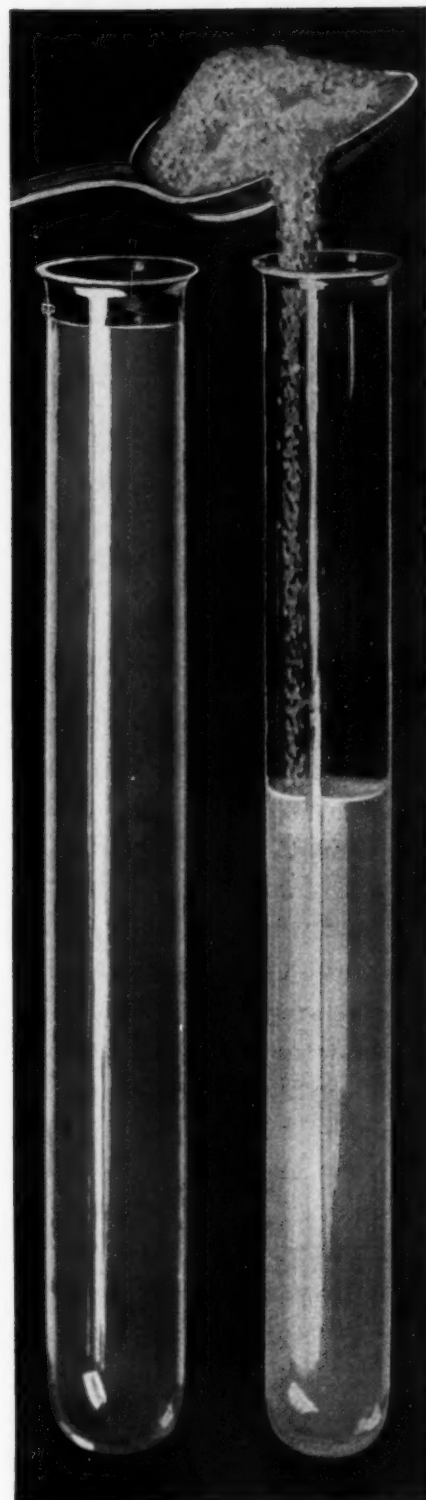
Full details regarding this modern, scientific cleansing material will be sent upon request, without obligation of any sort.

Economics Laboratory, Inc.

Executive Offices: Minnesota Building, St. Paul, Minn. Manufacturing Plant: 5863 West 65th St., Chicago, Illinois

Representatives and Warehouse Stocks in the Following Cities:

Akron	Cincinnati	Fort Wayne	Milwaukee	Philadelphia
Boston	Cleveland	Indianapolis	New York	Saint Louis
Buffalo	Detroit	Jacksonville	Omaha	Topeka
Chicago	Des Moines	Kansas City	Pittsburgh	Wichita
		Louisville		



Waste-proof, Too!

MANY wonder why we are able to guarantee Soilax to cut cleaning costs from 25 to 50%. One reason is because Soilax is waste-proof. In its original state, Soilax is a pink powder. When used in correct proportions, it forms a green wash solution. But when too much is used, the solution automatically turns yellow—a warning against waste that only the color blind can ignore.

Loosens DIRT *Soilax* **DISSOLVES GREASE**
"A LITTLE DOES A LOT"

THIS NEW PLAN SAVES YOU NEARLY HALF YOUR BLANKET · COST ·

Hotels and hotel systems throughout the country are accepting this new, economical idea. Learn how you, too, can save expense by exchanging old woolen blankets for new ones.

THIS remarkable idea helps hotel managers turn a dead loss into genuine saving. Through the Blanket Exchange Plan, every wornout, shabby wool blanket has a "turn-in" value towards a brand-new ALL PURE WOOL BLANKET.

You wouldn't think of throwing a car on the scrap heap simply because it showed its age. You make it help toward the cost of a new car. That is the idea behind the Blanket Exchange Plan, originated by the Old North State Mills, the oldest American manufacturers of quality all-wool blankets.

Don't throw your old blankets into the rag bag. Don't cut them up for polishing cloths. Just ship them to us and get an even one-for-one exchange

on the following basis:

<i>You turn in:</i>	<i>You get in exchange:</i>
One old blanket and \$3.55	One NEW blanket 60" x 84"
One old blanket and \$3.80	One NEW blanket 70" x 84"
<i>Colors: Solid white, rose, blue, green, tan.</i>	

We suggest you try this special money-saving Blanket Exchange Plan today. Simply have your secretary send us the coupon, and we will at once forward six beautiful new blankets in the size and color you select. When you get the blankets and test them for quality and appearance you will be glad you took advantage of this saving. Every blanket guaranteed.

OLD NORTH STATE MILLS

(Blanket Exchange Dept. 00) SOUTH BERWICK, MAINE

MAIL THIS TRIAL ORDER BLANK TODAY

OLD NORTH STATE MILLS (Blanket Exchange Dept. 00)
Established 1854
SOUTH BERWICK, MAINE

Gentlemen: We are shipping you today by express (.....) shabby, woolen blankets. Please exchange these for (.....) NEW pure-wool blankets in the size and color checked below, and ship to us at once. It is understood that you guarantee every blanket to be fast color and all wool or money will be refunded. Send bill for the following and we will pay upon receipt.

(Check size)

- ☐ 60" x 84" \$3.55 each
☐ 70" x 84" \$3.80 each

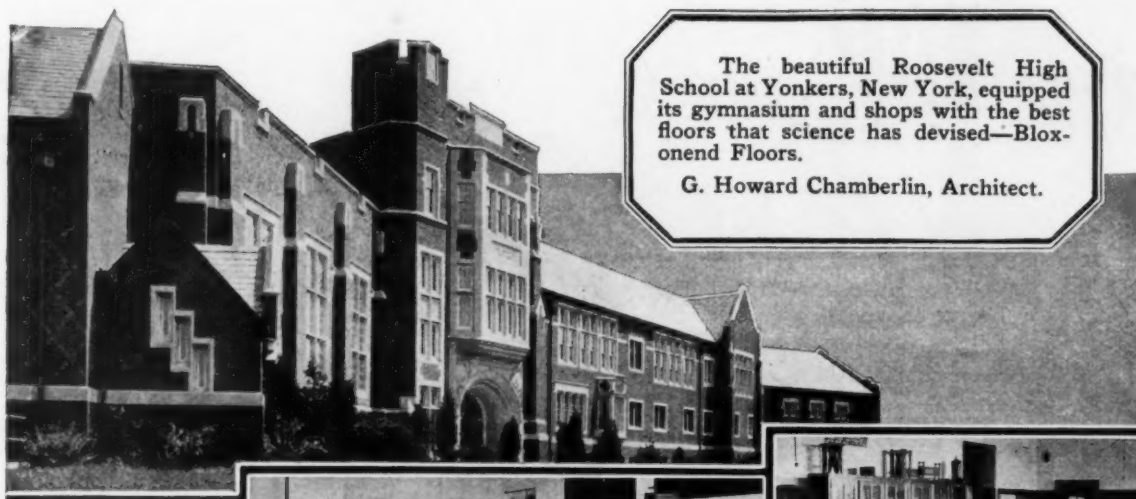
(Check color)

- | | | |
|---------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> Orchid | <input type="checkbox"/> Rose | <input type="checkbox"/> Blue |
| <input type="checkbox"/> Green | <input type="checkbox"/> Tan | <input type="checkbox"/> Gold |

Hotel

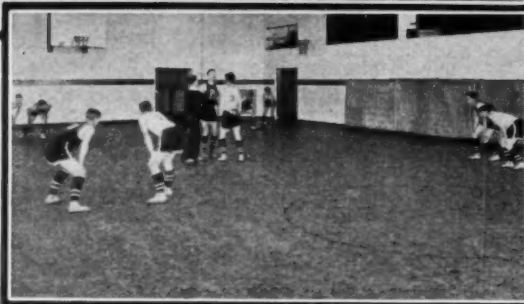
Town.....State.....

Approved by.....



The beautiful Roosevelt High School at Yonkers, New York, equipped its gymnasium and shops with the best floors that science has devised—Blox-on-end Floors.

G. Howard Chamberlin, Architect.



YONKERS selects the perfect floor— **BLOX-ON-END**

IN THE gymnasium a Bloxonend Floor is fast, sure and absolutely splinterless; the end-grain fibres form the surface of the floor. A positive foot-hold is assured for routine training or athletic contests. Powdered boric acid (easily removed with a damp cloth) makes it just right for dancing. It is durable and attractive, and easy to keep clean.

A Bloxonend Floor stands up under the roughest usage that school shops can give. It is comfortable and safe under foot and can never splinter. It remains smooth always because the entire surface is formed into a wear-resisting unit.

Write for your copy of special booklet "School Floors."

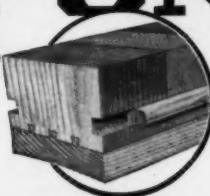
CARTER BLOX-ON-END FLOORING CO.

Kansas City, Mo.

Branch Offices in Leading Cities

BLOX-ON-END FLOORING

Bloxonend is made of Southern Pine with the tough end grain up. It comes in 8 ft. lengths with the blocks dovetailed endwise onto baseboards.



*Lays Smooth
Stays Smooth*

Leading School Architects specify Bloxonend Floors for Shops and Gymnasiums in the country's best schools.

New Ventilating revolutionizes school

*millions of dollars will be saved in fuel,
maintenance and lowered building costs*

OUT of many years of study, research, and practical experience in the field of school ventilation a new science has evolved which is the basis of a new ventilation art.

This art in many ways is contrary to past practice.

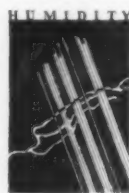
Most present and past practice has been based on the assumption that harmful and injurious effects resulted from the inhalation of respiration air. Therefore the object of most ventilation systems was to continuously flood the room with outdoor air in order to dissipate the so-called "crowd poison."

Scientists of today however, as a result of observation and practical experimentation, assert that the theory of outdoor air being the vital requirement of ventilation is unsound. They maintain that

the indoor conditions essential to health, comfort and alertness are: 1. Atmospheric activity. 2. Relative humidity. 3. Control of room temperature.

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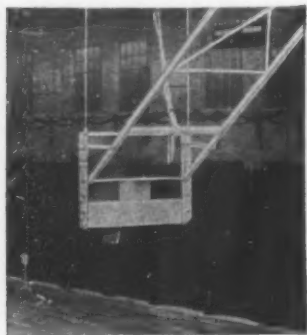
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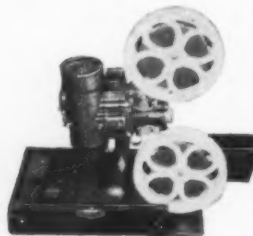
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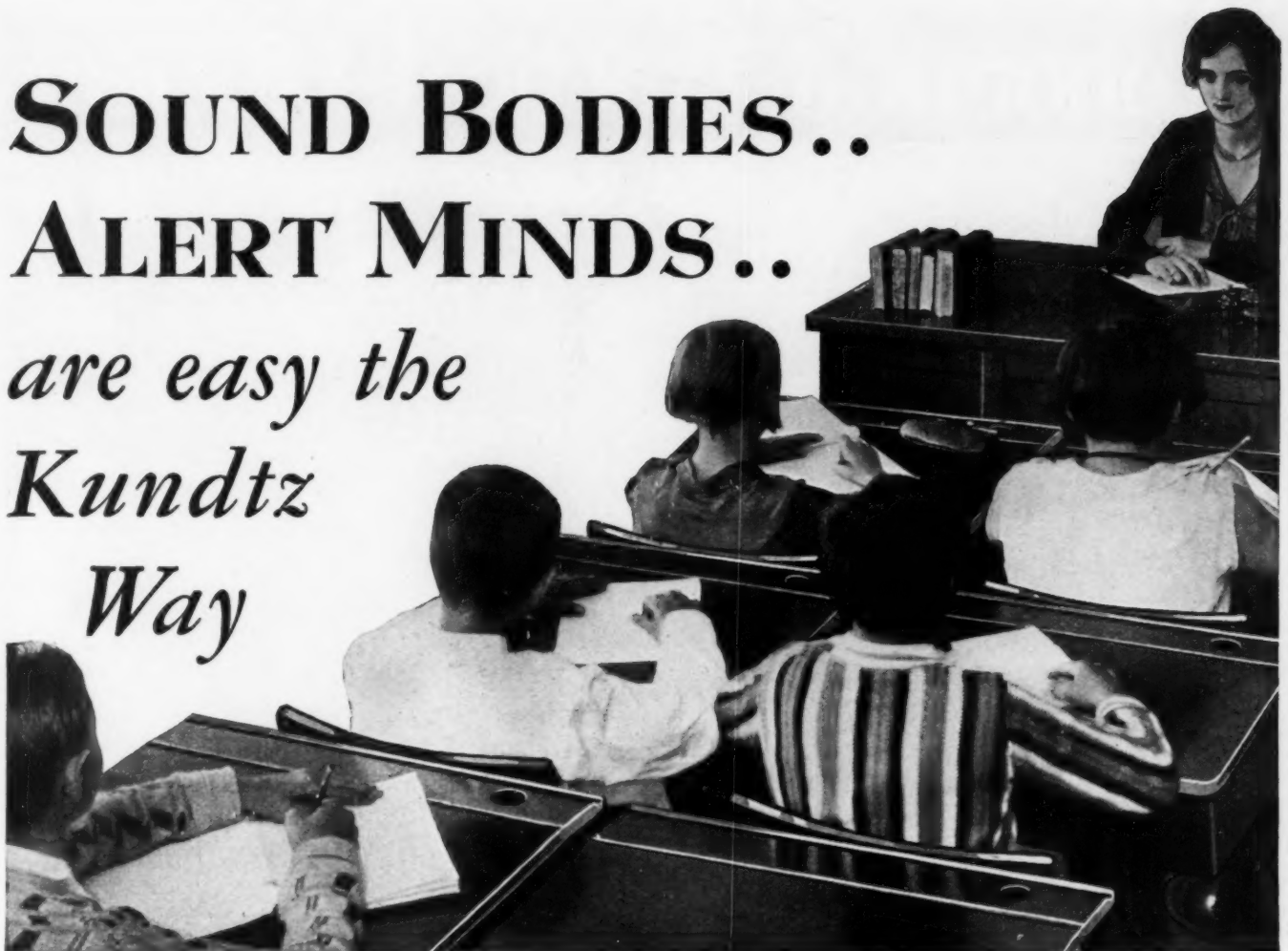
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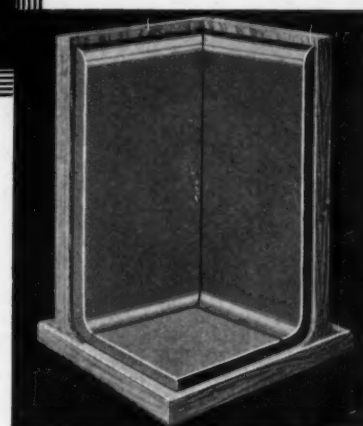
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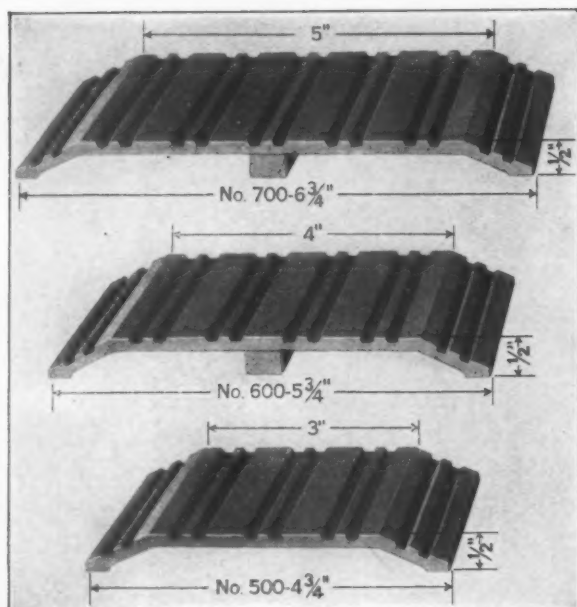
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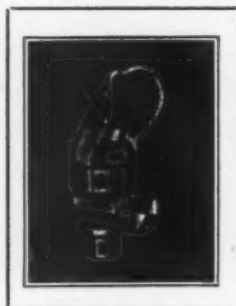
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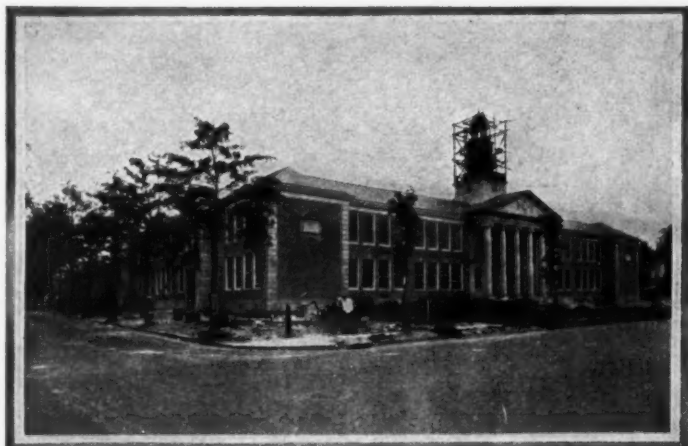


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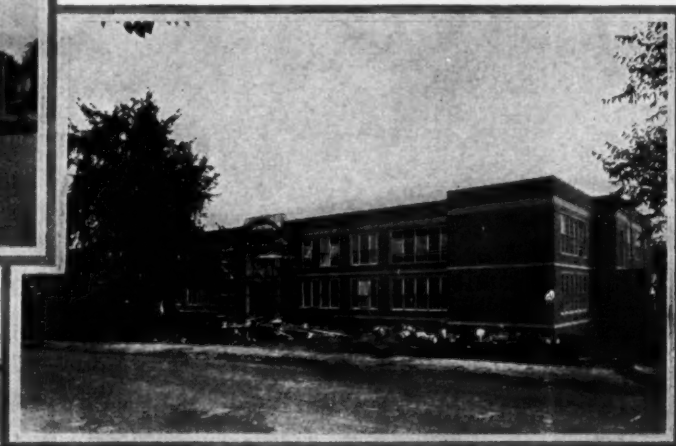
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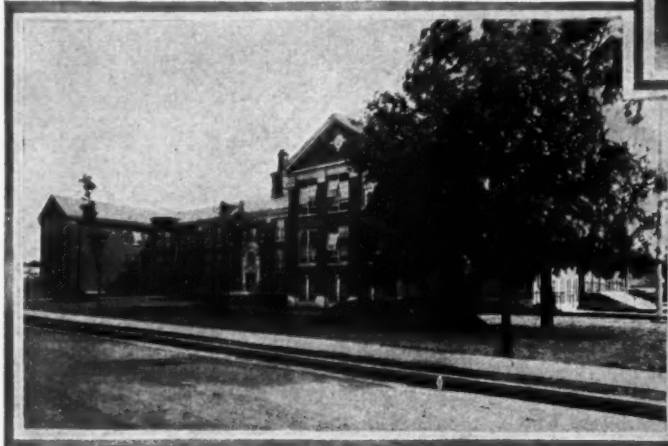
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VOLUME VI

NOVEMBER, 1930

NUMBER 5

Professional Standards as They Relate to Teaching*

Teachers should and can increase their prestige with the general public by a continued emphasis on policies designed to raise teaching to a higher professional level

BY J. B. EDMONSON, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF MICHIGAN

TO ENCOURAGE a discussion of the professional standards for teachers, the Michigan Education Association arranged this year to have the theme, "Professional Standards," presented at the nine district meetings of the state association. It was believed that the teaching profession of Michigan would be benefited by a critical discussion of a series of questions relating to their work as a profession. It was also anticipated that the public could be made more appreciative of the work of teachers through a discussion of the professional character of teaching.

In presenting the subject of professional standards use was made of an eight-page outline,¹ copies of which were placed in the hands of all of the teachers in attendance at the district meetings. This outline was designed to focus attention on certain questions, and to stimulate discussion. Since last Fall thousands of these outlines have been distributed to the teachers of the state for use in their meetings, which fact is evidence of the serious consideration that the teachers of Michigan are giving to problems of the profession.

The first question presented in the outline reads: "What is a profession?" This question was raised because there is more or less common

belief that teaching has not achieved and may never attain the rank of a profession. One humorist recently spoke of teaching as a "procession" referring thereby to the rapid change in the personnel of the profession. The question: "What is a profession?" requires a consideration of some of the differences between those callings that may be described as trades, and those that may be classified as professions. It is not difficult to recognize one distinction between a trade and a profession. In a trade a worker is usually concerned with material things, such as brick, stone, wood, various metals and other materials. In a profession he usually has to do with human relationships. A professional man is one who has mastered a considerable portion of the knowledge in some broad field and has acquired skill in applying that knowledge. The compelling motive in the life of a professional man is or should be service rather than personal gain.

The following definition of a profession is given in the outline and may help to answer the question, "Is Teaching a Profession?"

"A profession is a group of individuals possessing certain scientific and technical knowledge, together with the skill requisite to utilize this knowledge for the welfare of society. The public expects a vocation, dignified by the title of profession, to measure up to at least four requirements: (1) The vocation must render a highly

*Address given before the Georgia State Education Association.

¹ Edmonson, J. B., and Waldo, D. B., Professional Standards.

specialized type of social service; (2) its personnel must have had abundant training for its work and should be comparatively permanent; (3) it must provide income sufficient to enable its members to maintain a cultural standard in living; (4) its members must be dominated by a professional spirit."

It is interesting to measure teaching in the terms of the foregoing standards. Any fair-minded person will agree that teaching meets the first requirement, in that it renders a valuable type of social service. As for the second and third requirements, there is evidence that some progress has been made in the last few years in the direction of meeting the proposed standards. It must be admitted, however, that teachers in general do not have an adequate amount of training, a desirable degree of permanency of tenure or salaries sufficient to meet the standard proposed in the third requirement. In a later part of this paper attention will be called, however, to some definite facts showing that efforts are being made to satisfy these requirements more completely.

The last requirement of a profession, namely, that of "professional spirit" is now more generally satisfied than was formerly the case. The marked increase in strength of professional organizations, the development of codes of professional ethics, by national and state organizations of teachers, and the growing interest of teachers in professional problems can be cited as evidence of the fact that the members of the teaching profession are becoming dominated by a real professional spirit.

It seems to me that the answer to the question, "Is Teaching a Profession?" must be an affirmative one, with, of course, the concession that there is need for further improvement in terms of the standards of the profession.

What the Public Wants

The second question raised in the outline reads: "What evidence is there that the public wants teaching to become more highly professionalized?" It would be extremely difficult for any group of workers to make progress in the direction of increased professionalization if the public were opposed to it. I believe there is convincing evidence that the public wants teaching to become more highly professionalized. A part of this evidence is summarized in the outline as follows: (1) the growing tendency of the public to express its criticisms of the shortcomings and failures of the schools; (2) the remarkable degree of interest exhibited in educational problems by all classes of people; (3) the marked willing-

ness of the public to support generously the expense of an enlarged program of education; (4) the increasing tendency of society to look to the schools for aid in the solution of the problems of modern civilization in such fields as health, character training, thrift, conservation, international understanding, vocational efficiency and civic ideals.

Making Teaching a Profession

Let us consider the fourth item in the list. It is a matter of great significance that leaders turn to the schools for assistance in solving some of the perplexing problems of community life. In certain quarters, the schools are being urged to place increased emphasis on character building, health and thrift because other agencies of society seem to be unable to solve these problems satisfactorily. Society seems to concede the truth of Dewey's assertion: "By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard or chance way. But through education society can formulate its own purposes, can organize its own means and resources and thus shape itself with definiteness and economy in the direction in which it wishes to move."

The third question presented in the outline reads: "How may teaching be made a profession?" During the past decade much progress has been made toward elevating teaching to the professional level. However, present gains would be conserved and additional progress made if more emphasis were placed on certain ideals, attitudes and policies.

The following suggestions for making teaching a profession are given in the outline: (1) Teachers must possess training comparable to the newer requirements in law, medicine, dentistry and other recognized professions; (2) they must continue to grow professionally after entering the service; (3) they must become more conscious of the importance of the service rendered by them in the schools and be loyal to the task undertaken; (4) they must cooperate in efforts to show the public the folly of employing poorly equipped teachers who may be available at low salaries; (5) they must learn to treat the nonconforming or exceptional pupil in the same professional manner as the specialist in medicine treats a patient; (6) they must support the code of ethics agreed upon by the professional group; (7) they must recognize the obligation to support the programs of the local, state and national organizations of teachers and must cease to be individualistic in their attitudes toward movements for the betterment of the profession.

It would be difficult to pick out the most important suggestion from the foregoing list, and the chances are that it would probably be difficult to secure agreement from any considerable group as to the relative importance of the seven suggestions. However, the fifth suggestion relating to the necessity for teachers to take the attitude of a specialist toward those problems that present special difficulties is one of great value. The more intelligent patrons of the schools are expecting the well trained teacher to know enough about individual differences and the laws of mental and physical growth to take a professional interest in the nonconforming pupil. The time has passed when these more intelligent patrons will be satisfied with casual explanations of failure. The time has come when there is a real demand for careful adjustment to the needs of each individual pupil.

Individualization in education is one of the outstanding trends of the present age and there is an increasing demand that aims, methods and materials be adjusted to the individual. This is the ideal that has been so aptly described by Rugg in the phrase, "the child centered school."

The fourth question raised in the outline is as follows: "How would children benefit from the professionalization of teaching?" It would be difficult to justify efforts to professionalize teaching that would not yield some valuable compensation to children. It would likewise be difficult to defend the increased professionalization of law or medicine unless it could be shown that society would be benefited. The answer to question four, as given in the outline, reads: (1) More children would succeed in their school work in terms of their potential abilities; (2) more children would find happiness and satisfaction in their school life; (3) more children would find their special talents conserved and utilized; (4) more children would have teachers of broad training, sympathy and interests.

Greater Happiness for the Child

We can scarcely be wrong in assuming that children will find greater happiness and satisfaction with the increased professionalization of teaching. There has certainly been a marked degree of improvement in the attitude of children towards school, especially within the last two decades. Many cartoonists still picture the school as a place that is feared or hated by all pupils. The attitude of children in the well managed school, however, is sufficient evidence of the inaccuracy of the point of view of some cartoonists. Probably no group of workers in a community is in a position to contribute more to the increase

of happiness of the children and the parents than the teachers. If the increased professionalization of teaching will add to this happiness, the public will be only too glad to share any additional expense that may be involved.

The fifth question in the outline relates to the professionalization of teaching. It reads: "How would the public benefit through the professionalization of teaching?" All of the arguments advanced in answer to question four regarding the benefits accruing to pupils could be used in answering the question as to the benefits accruing to the public. In addition to these, the following statements are submitted: (1) Teachers would become more expert in helping children to make adjustments to their physical and social environments; (2) teachers would become more expert in conserving the talents of children; (3) the public would receive more efficient aid in solving perplexing problems in such fields as health, vocational training and civic betterment.

How Will the Teacher Benefit?

The present period has been amply described as the period of the child. In every community there are numerous civic societies that devote much time, effort and money to the protection of the interests of children. Large sums of money have been bequeathed to institutions and foundations that are interested in the problems of child welfare. We have reached the happy period in our country's development when people are willing to discuss social and economic problems in terms of children. The question, therefore, of the benefits accruing to the public through the professionalization of teaching is one that needs to be discussed freely with leaders of public opinion. If the public can be convinced that as a result of the professionalization of teaching, teachers will become more expert in helping children to grow or to develop normally, to find greater happiness and to develop potential abilities, it will be comparatively easy to get the public enthusiastically interested in the professionalization of teaching. The question as to how the public will be benefited through the professionalization of teaching should be a challenging one to the members of the teaching profession and we should take advantage of opportunities to discuss it before groups of our patrons.

The sixth question relates to the benefits likely to accrue to the members of the teaching profession. The question reads, "How will teachers benefit through the professionalization of teaching?" Our profession could not justify the placing of emphasis on professional standards solely for the purpose of benefiting the members of the

profession. Every profession has a well defined responsibility to society. Any profession that fails to recognize this responsibility is certain to discover that society has ways of protecting itself through legislation and organized opposition. Some of the advantages likely to be gained by teachers through the professionalization of teaching are as follows: (1) More genuine satisfaction will be experienced by the teacher; (2) greater respect will be accorded the opinions of teachers on educational, social and civic problems; (3) better salaries for teachers will follow the giving of more expert service; (4) more permanent tenure will follow when the public ranks teaching as a profession; (5) better retirement legislation for teachers will be granted by an appreciative public.

I am a firm advocate of a state system of pensions for teachers because of my belief that a well devised plan would contribute to an increase in the efficiency of the schools. I know that there is opposition to the proposal of pensions for teachers. However, I served for fourteen years on the Michigan board that had charge of the administration of our state law for pensions for teachers and my experience has convinced me of the value of a pension system. It is my opinion that adequate pension systems, better salaries and more satisfactory tenure will be readily secured when our profession attains higher standards.

The Tangible Evidence

The seventh question in the outline reads: "What evidence is there that teaching is becoming a profession?" This question made possible the presentation of some very encouraging information. In fact more space was devoted to this question than to any other because valuable evidence was readily obtained. The answer as given in the outline reads:

1. Within the past five years there has developed a demand for the preparation of state and national professional ethics and for the creation of committees or commissions to interpret and to apply these codes in specific cases.

2. Within the past ten years thousands of dollars have been expended on research in the field of the curriculum and in other educational fields.

3. Within the past few years experimental schools and educational laboratories have been established in such universities as Yale, Columbia, Chicago, Peabody, Minnesota, Iowa, Wisconsin and Michigan.

4. Within recent years many normal schools have changed from two-year institutions to four-year teachers' colleges.

5. Within the past ten years the Michigan Education Association has grown from a membership of a few thousands to a membership of more than 30,000.

6. The summary recently issued by the National Education Association and shown in the accompanying table gives evidence that teaching is becoming a profession.

7. Within the past five years there has been an increased demand that well trained educa-

TABLE—A DECADE OF ACHIEVEMENTS

1919		1929
\$635	Average Salary of Teachers	\$1,300
High School	Average Certification Requirements	2 yrs. Normal
40,000	Summer School Attendance	250,000
25	Teachers' Colleges	100
330,689	College and University Enrollment	664,266
1,600,000	High School Enrollment	4,000,000
\$750,000,000	Expenditures for Public School Education	\$2,000,000,000
5	State Tenure Laws	14
5	State Retirement Laws ..	22
10,000	Members in the N. E. A.	193,000
200,000	Members in State Education Association	650,000

tional specialists be employed in our schools (vocational counselors, psychologists, supervisors).

There is a tendency within our profession to be pessimistic about the possibilities of reaching high professional standards. The review of these facts should create a spirit of optimism and confidence. It is my recommendation that certain of the statements in the foregoing summary should be discussed before teaching groups.

Question eight on the outline reads: "How do some teachers retard the development of teaching as a profession?" This question has been raised because of the commonly acknowledged fact that the professional advancement of teaching has been retarded by harmful activities within the ranks. Teachers have not in the past presented a solid and united front.

A summary of the ways in which some teachers have retarded the advancement of teaching as a profession is as follows: (1) by treating lightly any discussion of professional topics; (2) by entering teaching with a minimum of preparation and continuing to teach without further training; (3) by thinking of teaching as a makeshift occupation or as a job for misfits in other professions; (4) by neglecting to become acquainted with the recently created scientific literature in the field of education as reported in professional magazines; (5) by bringing criticism on the profession as a whole through their careless treatment of contracts and other professional obliga-

tions; (6) by rendering such inferior service that the public becomes dissatisfied and disgruntled with the profession as a whole; (7) by opposing without good cause the efforts of educational organizations to build a profession of teaching.

I am strongly of the opinion that Dr. William John Cooper, U. S. Commissioner of Education, is quite right when he declares: "The poor standing of the teaching profession in social esteem has been largely due to the teachers themselves. It can be corrected only by a change in the attitude of those of us who enter it. So long as we do not respect our own calling others will not respect it."

The ninth question is designed to bring out the fact that there are certain contributions that every teacher can make towards the improvement of our profession. The question reads: "What are some of the immediate contributions that a teacher can make toward making teaching a recognized profession?" According to the outline a few of the possible contributions are: (1) Study the programs of the local, state and national professional organizations and become an intelligent and aggressive supporter of their programs or offer constructive criticisms of the programs; (2) seek to become familiar with the scientific literature that may be applied to the specific task of the teacher; (3) help to acquaint the public with the fact that the professionalization of teaching will mean better training for the boys and girls in the schools; (4) aid movements to increase the requirements for admission to the teaching profession; (5) act in such a manner as to cause the public to feel that a teacher is proud of his membership in the profession of teaching.

Who Is Responsible?

It would be possible to add many other suggestions to the foregoing list. We omitted one of the most important contributions that can be made by every well trained teacher. This suggestion may be stated as follows: "Strive to do such a quality of work in the classroom as will cause the patrons to recognize that you possess a degree of skill and a quality of professional spirit that will compare favorably with that possessed by leading members of other professions."

The last question relates to the question of leadership in activities designed to improve professional standards. The question reads: "Upon whom does the heaviest responsibility rest for developing teaching as a profession?" A partial answer to this question is as follows: (1) upon the faculties of teacher training institutions; (2)

upon the officers of local, state and national organizations; (3) upon the members of state departments of public instruction and educational boards; (4) upon those occupying positions as county commissioners, superintendents, principals and supervisors; (5) upon those members of the profession who have served sufficiently long to become impressed with the importance and significance of the work of the teacher.

Better Leadership Is Needed

Teaching is in need of better leadership. There are too many in the places of leadership mentioned in the foregoing summary who do not measure up to the requirements for competent leaders. Leadership calls for enthusiasm, ability and force of a kind that will enable one to incite others to action. To qualify as a leader a person must be thoroughly interested in his work or cause and must have such faith in it as will prevent discouragement or a suggestion of failure. We need more aggressive leaders in our profession, and the members of the teaching profession can help to secure better leaders by showing greater appreciation of the contributions of those now offering competent leadership.

A notable tribute was paid the teaching profession by President Hoover when he said:

"The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people, approximately 800,000, so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation loving country."

The foregoing tribute to teachers expresses opinions commonly held by leaders in public life. Teachers are a highly respected corps of public servants, and we have little cause to complain of the support given us by our statesmen and other molders of public opinions. We can, and should, however, increase our prestige with the general public. In my judgment, one of the most effective ways to do this is through continued emphasis on policies and standards designed to raise teaching to a higher professional level.

School Policy in Books and in Schoolrooms

We have a copious collection of true doctrines and unanimous resolutions. It is time to realize them

BY WILLIAM MCANDREW

IN THE two previous numbers of The NATION'S SCHOOLS, research for the American educational policy has brought us from the original proposals of the founders of the Republic to the present decade.

Paul Hanus thought the objective had been lost. Leonard Koos keeps fishing for it in his questionnaire net. Dr. T. N. Kandel's worldwide search for anything that looks like a policy is creditably described in the unique series of year books which he edits for the International Institute of Teachers College, Columbia University. Whether you look there or in his book, "Twenty-Five Years of American Education," you find him showing that "political theory is coming steadily into educational practice. Everywhere, not only in America, there is a heightened realization of the need to make the school develop the national ideals."

If you recall your Cubberley, your Knight, your Prosser and Allen, you say to yourself, "Of course! That is why schools were taken out of the control of parents and made a charge upon the whole community, married and single. The makers of the school laws said so."

Enter John Dewey

Now is a good time to pay respects to some of our own school people who are bringing education out of its ancient selfish and individual aims that give distinction to those whose parents bought it for them. The most widely quoted maker of a policy for us is, of course, John Dewey. Twenty-five years old, with the ink fresh on his Johns Hopkins diploma, he came to our University of Michigan to teach us psychology and philosophy. I don't remember any of it but that isn't his fault. He married a classmate of ours and joined the faculty of the University of Minnesota. During two grinding years afterwards he was in a real school mill directing that experimental training institution which the University of Chicago sponsored. He had made his policy.

"School and Society," written in the last year of the last century, brought him to the front among public school men. "Democracy and Education" (1916), "Human Nature and Conduct" (1922) and "The Public and Its Problems" (1927) seem to me the three of his fourteen published books that have most affected educational policy. He found school, as Henry Morrison still finds it in too many places, "an institution based upon a collected arrangement of factual knowledge to be passed out day by day to children for repeating to teacher to-morrow." He repudiated this "static" principle. Education for Dewey became the task of "initiating children into spiritual membership of society." For him all education must be social, civic and, ultimately, political. He considered that political equality had been promised by the preliminary documents of our civic foundation and that intellectual equality would be sought. He certainly guessed right—Bagley showing 300 per cent increase of high school attendance in ten years.

Dewey sensed the instinctive and ineradicable force of the motive leading the multitude to seek education. But the urge is selfish and individualistic. We cannot exterminate it. Recognize it, then, and accept for democracy a double need—individuals seeking their own perfection; individuals taught to recognize that an essential of their benefit is social service. Dewey expounds what the good life is for the individual and what it is for society. He is the greatest of our "progressives." He promulgates the best of their theories. He goes higher than most of them in recognizing the "general welfare" motive of the Constitution as establishing the big policy of American education. This, he teaches, should find direct application in the daily performance of a school.

Neither in New York, nor Massachusetts, nor Michigan, nor Illinois, the states with whose schools I am somewhat familiar, have I found that the policy affects the classroom service very much. The selfish motive, "get ahead," seems to

me almost the entire force appealed to. The superintendent of one of the important cities of New York State recently argued with me that to exercise a child in seeing, thinking and doing those things covered by the reading, spelling, manual training, and so forth of the school program is the best service the school can render. "Look at you and me," he said, as a clincher, "that's all we got and we are good citizens." That is only half true. My friend's policy was not made by Dewey.

Over and again we find cropping out of Doctor John's psychology and philosophy such tenets as these: "Shared concerns, a mode of associated living, a democracy, must be set up in the children's minds." "It will be fatal if schools permit our people to segregate into classes." "The traditions of the school, docility and obedience, belong to an autocracy." "The children must learn to value society as well as self." Whether they owe it to Dewey or not, you find those whom we are willing to call educational leaders stressing the same aim. "Science makes it clear," reiterates Copeland, "that man on any plane higher than that of the brute must depend on society for his safety, happiness and progress. This must be imparted so often and so well that the present lust of personal gratification will be mitigated."

"The Finest Inheritance"

Bagley, whom Michigan claims as a native, seems to me, in all his brilliant work, to be adhering to a singularly pure and virile line of policy. You hear him saying, "It is discipline, duty and sacrifice our youth must practice." "Unless they are trained in this, our democracy is impossible." "Ideals are the finest inheritance of our democracy." "Development of ideals is the chief duty of the school." "If our educational system fails to inculcate ideals it is a net loss." I turn to Judd. I find him devoting page after page to the manner of training in ideals. I find Charters writing a book on it. All three are teachers, experimenters, developers. They leave me no excuse for neglecting the big idea. Nor does Kilpatrick, another much quoted expounder: "Aim, management and method must be democratic. Life, education and democracy must be all one."

Another Teachers College investigator, Edward Reisner, has frequently announced this same faith. "The schools," says he, "must serve as the people's basis for the safety of the Republic. Education is the indispensable means of efficient and honest government. Schools have made a greater advance in working out this idea

in our time than in any other twenty-five years. But the application of the American theory remains faulty in the extreme. Education faces an alarming degree of civic lethargy." "Democracy is most in need of education," asserts James Russell. "Education has for ages aimed at leadership of the few. Now it allows the political boss to rob the many of their Revolutionary inheritance."

The Men in the Procession

Why do I quote so many of your own educational family? Am I trying to compose an encyclopedia of educational quotations? Rather am I convinced that there is, now, a procession singing the marching songs of America. These choristers intend that you and I and all school people shall join it. Therefore, still give ear. You shall hear Fred Hunter, whom we honored with leadership, proclaim: "We can stand for no less than a hundred per cent universal training for citizenship. The aims of American education are a realization of the proposal of the founders, a beneficial democracy. The schools must be made an efficient training for it. The time has come when every classroom teacher must see himself as part of the great national purpose." Hear Frank Boynton, whom you chose as national leader in 1929, now, alas, dead in his harness: "We must produce a better type of citizenry." Hear Cornelia Adair, president of the main division of the educational association during the same year: "It is time we realized that statesmanship is the end to aim at, for which we are to teach the three R's and everything that finds a place in school." Hear Frank Cody, the next chosen leader: "The native born needs Americanization as much as the immigrant does." It is in the air.

Edward Thorndike and Arthur Gates, specialists so scientific that it would be easy to pardon them if they stayed in a narrow field, came out with a new book, "Principles of Education" and launched it with this flag flying: "All the exercises of the public school should be directed to promoting good will and the general, not the individual, welfare." I like to hear bright Effie McGregor of Minneapolis affirm: "Every classroom must be made a demonstration of what the patriots intended. We must instill civic and social duty all the time."

If we must, why don't we? Patience, brother, we have not heard all the singers.

David Snedden, who, after living with all the departments of educational service, found the civic aspect so important that he qualified for the chair of sociology, starts his books with the

definition of American education as "a precaution taken by the people, organized as government, to provide for enlightened public opinion." This David finds it unnecessary to improve upon the original proposition of the immortal Father of our country and adoptive father of our schools. Ross Finney, too, professing education as sociology, defines it independently of Dean Henry Holmes of the Harvard School of Education, but each is able to trade words with the other and we not know the difference: "The movement for popular rights and human good, for betterment of the common life—that is education. It is also democracy. Each must devote itself to the other." Or, as Boyd Bode sets forth in his "Educational Theories": "Our great national tradition is democracy, that is, brotherhood. It is the main mission of the public school."

A Few Jewels From the Strongboxes

"We must all be at it," is the belief of Golden Gate Gwinn, "preachers, editors, statesmen and, most of all, teachers. We must make clear the qualities of the good citizen, inculcate civic ideals and create a community atmosphere which holds them in high honor." "Let us realize," urges our Lotus Coffman, "that the betrayal of our country is occurring in too many places. It is a lack of moral responsibility. Old Puritanism is dead. A new community honor must be created. The promising field is that of the young. Their duty is our responsibility."

Well, I have threaded here in this string of American school policy the best beads I have found in the jewel boxes of laymen and professionals. You have many more of your own. Sometimes we have the distressing fear that these expounders of principles are different men with the pen in hand than they are when they put on the overalls. It is tragic that so little of the nobility of glowing phrases seeps into everyday work. I have in mind a respected superintendent who could get the hall resounding with applause when he glorified the unselfishness of youth and the schoolman's duty to nurture it to civic ends. I knew that this same superintendent never went into a classroom to see whether any civic unselfishness was enjoined, never caused an inkling of the idea to be put into the course of study, who promoted high school attendance by a printed letter to each grammar school child: "You should go to high school; you'll have a good time with the interesting studies, the athletics and the clubs. Statistics show that the wages and salaries paid to those who have attended high school are 20, 30 and 100 per cent higher than those paid to people who

have not." This policy is selfishness, pure and simple!

At any rate the educational policies made by orators, editors and authors of books, remain as fitful breezes in the beautiful sky, unless some agency catches them and puts them to turning the mills, albeit Doctor Snedden affirms that educational policies are made by those who think, who study sociology and get facts—that is, by scientists. I can't get over St. Augustine's puzzle: "Why is it that the mind knoweth the true way, the heart desireth it, and yet it cometh not to pass?" The saintly father or someone equally bewildered invented the doctrine of original sin to explain the paradox. Modern democracy has little that is new. As early as 1484 Philippe Pot, Seigneur de la Roche, in the reign of Charles VIII of France, thought out the necessities of constitutional government and set forth that "from the beginning the sovereign people have been the chief element of the state. The rule exists by the people's will and to enrich them, not the rulers. Government belongs to all, to all ranks, to all classes."

Good policy! What became of it? It continued to be good literature. But when, three centuries later, in 1776, a few determined men said, "We'll stand for this and be hanged if necessary," they put life into the idea. As soon as they were through fighting for it, they put it into working form, bound themselves to it and put the idea of Seigneur Philippe Pot to work. To maintain it, fair and hale, the men responsible for adopting it proposed that each succeeding generation should be educated to protect it. You have, here, been given opinions of your own people that you who were charged with this duty have neglected it. You have also been told by those who should know, that you are moving towards it.

Let the Conductor Take the Baton

The long tuning up that history has required before its orchestras begin to perform seems to be well under way. The composition has been done and scored; the copies are in our hands. The players will not perform it of themselves. Only to-day an intelligent high school teacher, who performed the kindly office of reading these essays, remarked: "Of course, these things are true. History and common sense argue so. Every civilized nation but America is using tax supported schools as a means of inculcating national principles. But there is no use preaching this doctrine to teachers' conventions. Teachers as a rule teach what the individual superintendent tells them to. The superintendent is still the commander of the progress of the school. What-

ever conventions resolve or authors write in books, he is the real policy maker."

Mr. Cubberley, Mr. Strayer, Mr. Almack, all the supervision experts, have been telling us this for a long time. They make you think of Emerson's comment on us: "What a parade you make of your educational nomenclature and how far off it is from a worth while issue!" I am thinking of our national association organized into departments of music, library, physical education, rural schools, administration, science, vocational teaching, secondary, higher, immigrant, commercial, hygienic and so on, ignoring the main purpose—political training for which the first promoters of our free schools proposed to establish them.

Expert Sidestepping

I study the program of the state association of my dear old Michigan which ranks away up in the top row of educational organizations. In more than a hundred sections of it, with more than fifteen hundred addresses, demonstrations, musical recreations and so forth, I look for the big idea. In the multiplicity of topics—leisure time, public speaking, tone building, the goal in art, the Winnetka plan, Latin in Michigan, new report cards, the chasm between Caesar and Cicero—what strikes me as astonishing in the program of the Michigan association, as in those I see of California, Massachusetts and other American commonwealths, is their remoteness from the purpose which Washington, Jefferson and the others insisted should be that of the tax supported schools. There is a sweet oblivion to the fact that these program makers are ignoring the work, the only work, which would justify taxing nonparents to pay school costs.

Out of 1,500 offerings of the Michigan convention I count three that are in the field for which the public schools could be justified as entitled to public funds. These three are: a discussion on "What Is Wrong in Our Civic Teaching?" set down for Lee Hornsby of Traverse City; "Art and Citizenship," by Mary Hatton of Ypsilanti, and "The Development of Citizenship" by Harriet Van Antwerp of Ann Arbor. By a stretch of imagination I can relate seven more of the 1,500 selections to the main duty. Ninety-nine and four-tenths per cent of a statewide program is devoted to matters which hardly entered at all into the considerations that were urged as warranting the establishment of schools to be paid for by all the people, whether parents or not.

It is fair to assume that the interests which are paramount in the school program are those that determine the convention offerings. My audiences at the meetings were delightful, polite

people. They listened to my presentation of the historical, financial and civic obligations upon them. Here and there a schoolmaster, whose name had been given me by an inspector, gave practical ideas on the teaching of politics. The majority of Michigan teachers, like those of every state known to me, are bored by civic considerations. They are interested in "organized dramatics," "the dictionary below the seventh grade" and "Katie's Kitchen Kabinet Band."

Except for the appallingly few exceptions noted, the entire Michigan association program is quite suitable for select schools supported entirely by parents in any nation where the people have no voice in the government. Yet Michigan, like Ohio, Indiana, Illinois, Wisconsin and Minnesota, was by the Ordinance of 1787 committed to the duty of running its schools to preserve good government. She has had almost as rotten government as Illinois and New York. No association program has carried topics like these: "How can we teachers clean the dirty politics of our towns?" "How can we promote the honest election of senators instead of letting the post be sold?" "Why has our state such a bad smelling reputation for harboring bootleggers?" "What are our own high school children, who are given an expensive education at the expense of the community, doing for their town at present?" "What proportion of my teaching time do I devote to making plain the present ills of our body politic and the cures we teachers and pupils must promote?"

You know whether your own association has done any better or has danced around the ancient idols of spelling, grammar, abstract arithmetic, dramatics, Latin and the team. You know that you, by accepting your salary from the entire community, quite irrespective of whether they are parents or not, are as obligated as Michigan and the states of the Ordinance to make good government your principal aim. And you know it is about as "principal" in the daily program of your schools as are Bible texts on the sporting page.

Doing Away With "Resolveds"

Meantime, while you and your tax supported staff are puttering with secondary things, the complaints of education costs, notes Thomas Briggs, are growing louder and more numerous. One president of Harvard pleaded for more money for the common schools. His successor wonders whether you are not costing too much. If you are doing as little of your real job as Briggs, Bode, Hirsch, Allen, Prosser, Copeland and Hunter say you are, you are costing too much

whatever you get. While the schools are perpetuating a scholar made procedure, the duty laid down by their statesmen originators, says Briggs, is covered with dust. Laws are broken; corrupt judges are elected and bribed; crime is more prevalent than in any other land; the citizenry whom the schools of yesterday were to enlighten is untaught in politics and the costliest of all public services, education, so say a host of witnesses, is without guiding principle and is not preparing a civic to-morrow in advance of the tragic to-day. Ray Wilbur, a life-long educator, a member of the President's cabinet, opens his address to us at Atlantic City with the warning, "It is with a sense of shock that we look ahead to see what may be before us. Our education instills into the brain of the child the fixed thinking of the day."

The California Taxpayers' Commission protests: "The added increments applied to education must show returns commensurate. The machine must deliver its grist." All of which tends to inspire the real man with the gladness of enterprise. The firm has a big and profitable contract. Congratulations! But of course, the main thing is not to put off. The teachers' conferences should be set to work on questioning the worth of our present course and suggesting means of getting it adapted to the preponderant obligation. It is your obligation to start this to-day, without waiting for any more "resolveds" by any N. E. A.

The School—A Vital Factor in Trade

The purchasing power of the American public schools is both enormous and varied, according to Maris M. Proffitt, acting chief of the division of statistics, United States Office of Education.

As a consumer of the products of American industries, public education is a constant buyer with increasing demands, Mr. Proffitt emphasizes.

Its purchasing power varies from the buying of costly real estate on which to construct modern buildings equipped with every important mechanical facility to the buying of pens, pencils and ink used at the teacher's desk.

Public education calls upon banks for loans, it negotiates with construction firms for buildings, it turns to every type of office and school equipment manufacturer varying from makers of blackboards and chalk and desks to makers of radios and stage scenery. Its activities cover a sweeping list of subjects from medical inspection of children to old age pensions for teachers.

American public schools are now expending annually more than \$382,900,000 for grounds and buildings alone, statistics at the division disclose.

Interest on indebtedness totals over \$92,000,000 annually and this alone, it was pointed out, is a healthy banking business. In payments of short term loans and bonds, it annually liquidates to the amount of over \$142,600,000. Payments into sinking funds amount to \$20,144,000 annually.

\$38,000,000 Spent for Supplies

Supplies, such as chalk, pencils, ink, writing paper and a multitude of other miscellaneous items, aggregate an annual expenditure of over \$38,000,000, it was stated.

The added burden of supplying free textbooks, now accepted as an educational responsibility in most states, involves an expenditure to publishers of almost \$25,000,000 annually.

Another expense involves transportation of pupils, Mr. Proffitt points out. The building of roads and the use of busses for transporting pupils have introduced these fixed charges upon the states. The states are spending approximately \$40,000,000 to transport pupils. The amount of gasoline and oil consumed by the public schools is steadily increasing as new roads are constructed and more busses are placed in educational service.

Upkeep of the American school now approaches \$75,000,000 annually, and in this miscellaneous category fall a multitude of articles and services.

Not only are the public schools expending about \$977,300,000 annually for buildings, grounds, supplies, and maintenance, but they employ over 830,000 teachers in the elementary and secondary grades who receive salaries amounting to over \$1,200,000,000.

In handling the problems of purchasing, Mr. Proffitt says, states and cities have adopted different plans. In some states there is a central purchasing agency which is the buyer for the schools as well as the other agencies of the state. Other states and cities leave the purchasing to the school boards, while in still other places, the burden falls upon the superintendent or in isolated places even upon the principal of the individual school.

Considerable attention is given to the amount that the schools can purchase and the extent of their purchases, according to Mr. Proffitt. Limits have been set up in some places to prevent waste or carelessness.

The demands of the schools as important consumers of various commodities are significant, it was pointed out, because they are either increasing as the programs of education expand, or they will eventually be constant since the school population needs will not diminish.



"Forget school! It's a fine day, let's beat it."

Truancy—When and Why It Occurs

Some of the motives that prompt children to stay away from school are uncovered by this statistical study of truancy in Oakland which may offer suggestions for meeting the problem

BY PAUL FLEMING, VICE-PRINCIPAL, UNIVERSITY HIGH SCHOOL, OAKLAND, CALIF.

THERE are no such things as norms of truancy frequency. The studies that have been made of the statistics of illegal absence from school are few and of little worth. Even city school systems with adequate research departments know little of the occurrence of truancy in their schools.

The statement is often made that truancy is not now a problem in well organized city schools, which offer their pupils a variety of interest and have a policy of adapting school experiences to individual differences. There is little objective support of these assertions simply because the information regarding truancy has not been collected or interpreted. It seems probable that the truancy rate should decline as we progress toward the ideal of the child centered school. We can never go back and find out what happened in years past but we can, if we think it profitable, keep books on the phenomena of truancy occurrence to-day, study trends and their implications and find out

if practice in handling this part of attendance routine may be modified and major readjustments in educational policy made.

Studies of truancy have dealt largely with the causes of truancy. It is difficult to learn definitely what are the causes as the sources of information are partially subjective and the reasons for absence from school are often complex. However, it seems possible to classify under three heads the situations that cause pupils to be illegally absent from school: (1) love of adventure; (2) dissatisfaction at home; (3) maladjustment at school.

The first cause is not serious if it is uncomplicated by either of the others and if the pupils are intelligently handled by the parents and the school. It may, of course, develop into a habitual, "It's a fine day, let's go fishing," attitude that will ruin school life and if carried into later years will be an evidence of adult infantilism. Of such stuff many of our country's tramps

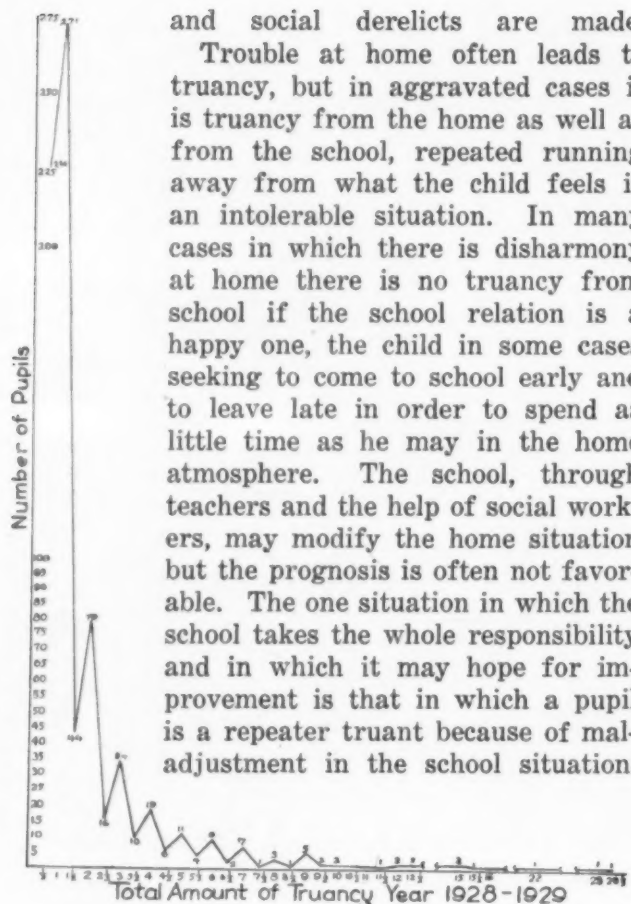


Chart 1.

Truancy usually is not a disease but a symptom, as has been pointed out, a symptom that may indicate a complication of diseases. It is the job of the school to measure truancy, to trace causes for it and as far as is possible to change conditions that are responsible for the situation.

The present study will, as far as data are available, present the statistics of truancy in the city of Oakland, Calif., for the year 1928-29. The definition of truancy accepted for the study is that placed on Oakland Form 73, "Truancy is a pupil absence occurring without the consent of the parent or school authorities." This is a more liberal definition than that provided in the state school law and seems to be satisfactory in practice. Its actual effect is to place the major responsibility on the child and thus to distinguish truancy from invalid absence when the parent is responsible for keeping the child from school without legal cause.

The truancy file in the office of the supervisor of attendance was the source of the data for this paper. The material necessary for the study was transferred from the filed cards to tabulation sheets, and charts drawn to show the findings.

The reports of truancy from Oakland schools to the office of the director of attendance for the year 1928-29 were not complete. Not all schools

used the reporting blank, and some of those using it did not report all truancy cases. The reports made may be considered representative, as they probably contain records of about two-thirds of the actual trancies for the year and were received from schools in all parts of the city.

There was a total of 1,158 days and 465 half-days of truancy during the year. As might be expected the half-days were largely afternoons, in the proportion of 412 to 48. There was an average of 8.3 reported truants for each school day, and an average of 7.4 days truancy per school day.

The mean total truancy for each pupil truant was 1.8 days and the mean duration of a single truancy was 1.3 days. A single truancy is here defined as an illegal absence uninterrupted by a return to school.

The distribution of total truancy is illustrated in Chart 1. Two hundred and twenty-six pupils of the 762 reported as truants were absent from school $\frac{1}{2}$ day each as their total contribution to the loss of time sustained by the schools. Two hundred and seventy-one had a total of 1 day of such absence. The median is found in this group. At this point there is a sharp drop in the curve, only 44 pupils having a total of $1\frac{1}{2}$ days truancy. The serrated character of the curve from here is caused by the tendency of pupils to stay out

whole days and also by the fact, illustrated in Chart 2, that over two-thirds of the 762 reported truants had only one truancy during the school year. It will be noted that 56 pupils had a total truancy amounting to 5 or more days each and 13 had a truancy of 10 days or more.

Chart 2 deals with the duration of truancy occurrences. The fact that the character of the curve is similar to that in Chart 1 is noticeable. This, as has been indicated, is caused by the greater number of these pupils having one truancy only. As will be noted, in 501 cases the truancy lasted 1 day. Three hundred and seventy-four cases had a duration of $\frac{1}{2}$ day only. At $1\frac{1}{2}$ days there is a sharp drop and the character of the curve tends to be serrated up to the point of 5-day trancies. Thirty-one cases of truancy lasted 5 days or more and

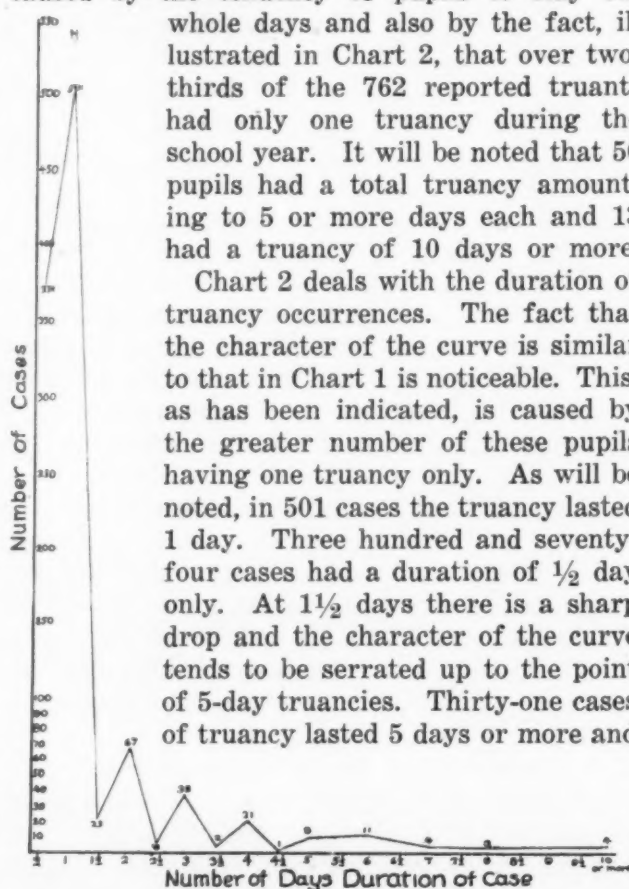


Chart 2.

4, ten days or more. The number of occurrences is greater than the number of pupil truants.

The relation of pupils who were truant only once to those who were repeaters is shown in bar-diagram fashion in Chart 3. As would be ex-

pected from the two preceding charts, the great majority had a single offense. However, there is a repeater problem as is shown by the number (118) who were truants twice, those (48) who had three trancies, and those (45) who were truant four or more times.

In the problem of the relation of those who accumulate a considerable loss of time by truancy to those whose absence is 1 day or $\frac{1}{2}$ day only; in the comparison of those who tend to stay out a number of days with pupils whose trancies are confined to 1 calendar day, and in the consideration of the degree of seriousness of the relation of truancy repeaters to single offenders, we can find no useful comparison with truancy phenomena in other cities. Whether the relationships represent a situation that is unsatisfactory or whether they indicate that those concerned with the problem are doing all that may be expected of them we have no means of knowing.

Chart 4 presents the distribution of ages and grades of truants. The data available for age gave years and months in some cases, in others years only. It is sufficient for the purposes of the attendance office to carry this information by year only, as that will establish the status of the truant with respect to the compulsory school law. All ages were tabulated by year only, that is, all over fifteen were counted together and given the mean value of fifteen and six months. Data for grades were found by half years. For the purposes of this table in order to make the age-grade study these grades were grouped by

Number of Pupils

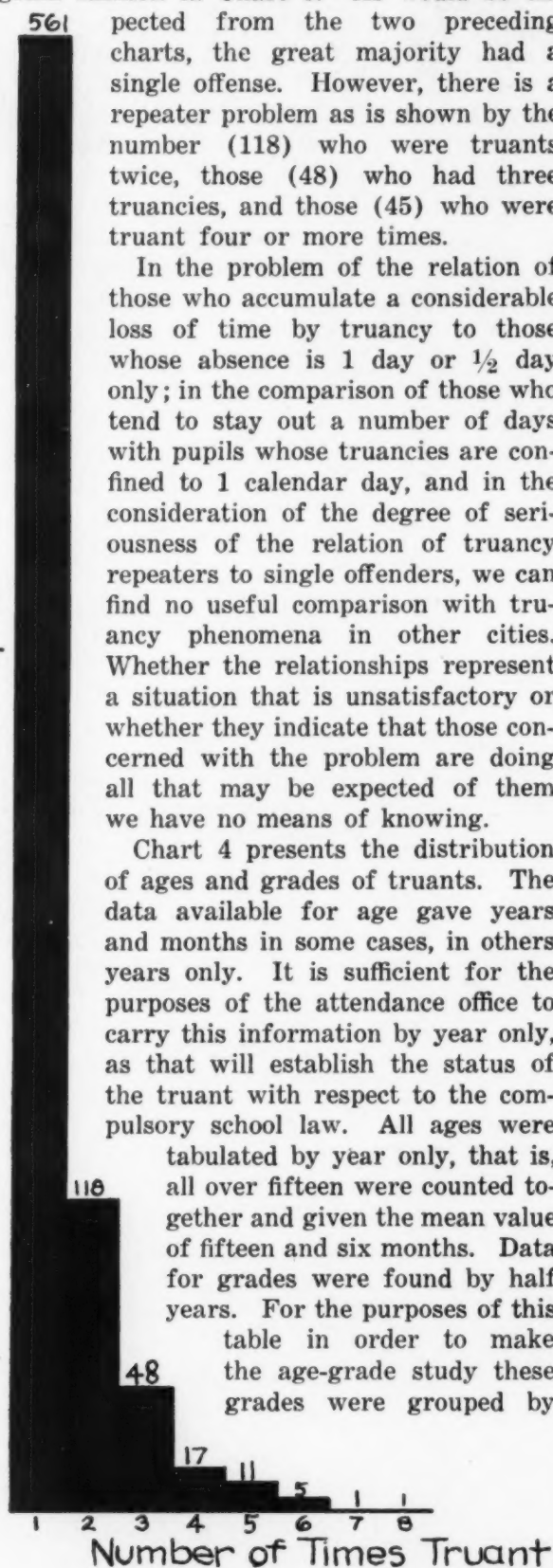


Chart 3.

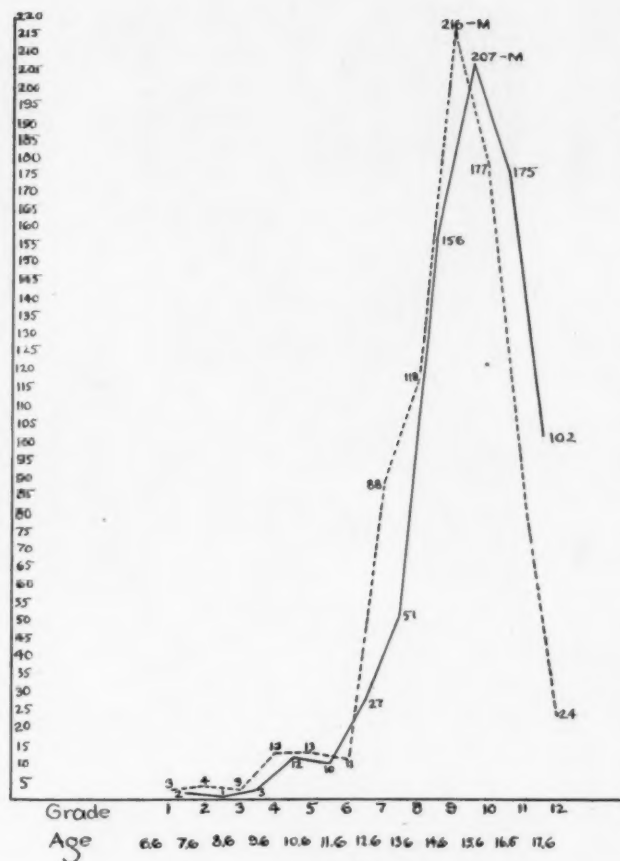
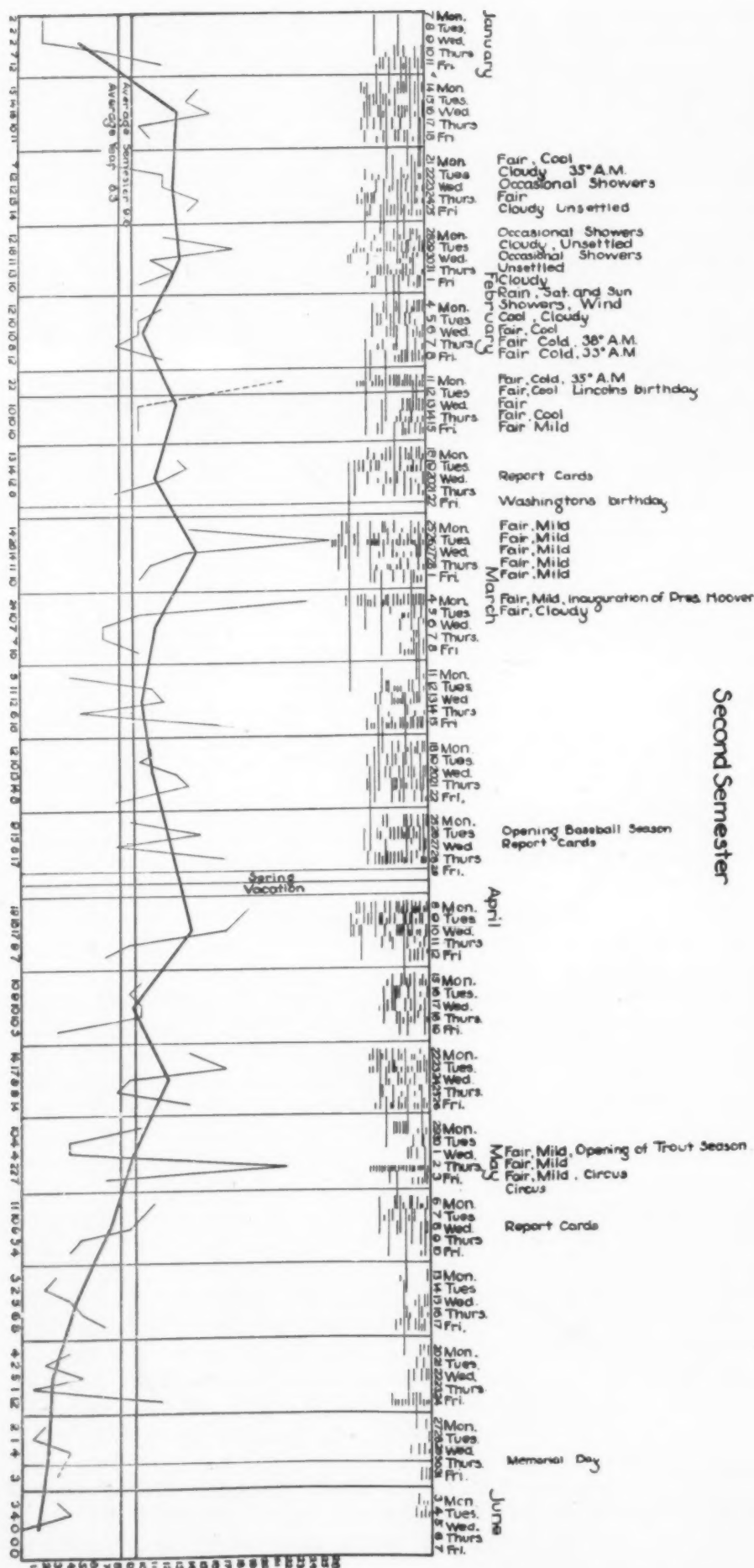


Chart 4. Chart distribution of ages of truants.

years and the median grade of the group assigned. For example there were 113 truants in the eighth grade group. The median would be halfway through the eighth grade or at the beginning of the high eighth.

The first conclusion is that truancy, as reported, is not a problem encountered in the elementary school. There were only 47 pupils reported from Grade 6 and below. The next striking fact is the beginning of greater truancy occurrence in the eighth grade about the age of thirteen. The mean age of truants is fifteen years and six months, the mean grade the ninth, that is, halfway through the ninth. Truancy frequency remains high through the eleventh grade and to the age of seventeen years and six months. There are no cards filed in the attendance office for truants over eighteen, as these are beyond the limits of compulsory schooling. The decline shown in the chart at the upper grades is caused by this fact as well as by the fact that there is still considerable elimination of pupils after the tenth grade.

Truancy has some relationship to retardation, though it does not appear to be serious. The median age of fifteen years and six months and the median grade, halfway through the ninth grade, indicate about a half year retardation.



A high school vice-principal is shown here interviewing a pupil who has had several trancies and advising him of the seriousness of the offense.



ing of 9.2. There seems to be no indicated cause for these variations. Economic condition of the home, alertness of the staff both in the school and in the field, methods of handling truants, would probably show no relationship to these diverse situations. One fact is evident—not all schools report all trancies, some report none. Until there is more accurate reporting the study of truancy at this point cannot be pursued further.

Those whose duties include the handling of attendance problems have noted certain facts as to the occurrence of truancy. Among these are: Truancy is more frequent on Friday; special events, such as the circus and the opening of the baseball season, are responsible for a con-

siderable amount of absence, and "spring fever" causes many of our boys to "play hookey." In order to discover any such relationships, a study was made of the calendar distribution of the trancies reported.

Every truancy for the school year 1928-29 was plotted on a chart by a line indicating its time of occurrence and its duration. Thus a half day truancy was expressed by a line drawn horizontally for one-half the cross section space within the column of the truancy date. In the same manner trancies having a duration of one day or more than one day were illustrated. Each continuous line represents one unbroken truancy by one pupil, though one truant may be represented by more than one such line if his trancies



Courtesy L. G. Wolfe & Co.

Records of attendance are kept in these files in the office of the director of attendance and child welfare at Oakland.

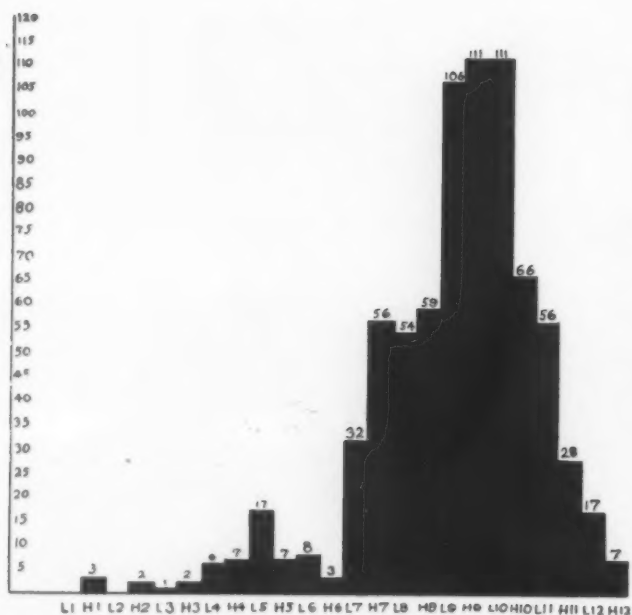


Chart 5. This chart shows the distribution of truants by half year grades.

were numerous. Chart 6 shows the truancies for the second semester of the year.

Having these data it was possible to construct other graphs and figures and to arrive at conclusions from an inspection of the chart itself. The first tabulation made was of the number of pupils truant each of the days of the school year. A base line was then drawn below the graphic representation of truancies and curves constructed for truancy fluctuations day by day within school weeks. These figures show no regularity of pattern. However, it was thought worth while to work out the mean truancy distribution by days of the week, as shown in Chart 7. As indicated, truancy is greatest on Monday, followed by Tuesday, Friday, Thursday and Wednesday in the order named. The differences do not seem significant.

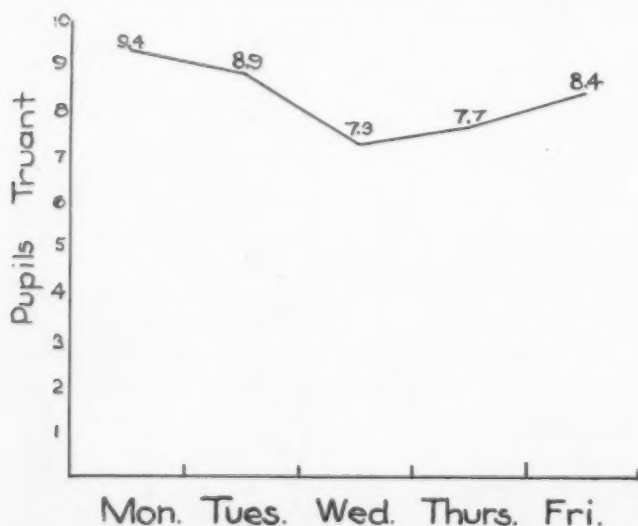


Chart 7. Distribution of truancy by days of the week is depicted in this chart.

The mean for daily truancy by weeks was found and a curve drawn to show possible seasonal fluctuations as well as the relation of truancy to progress of the school term. This line on Chart 6 indicates little relation to season in the occurrence of truancy, the significant facts seeming to be a rapid rise of truancy to the semester mean in both Spring and Fall and a decline toward the end of the term. The Spring term has a decidedly higher truancy rate, but if "spring fever" causes truancy it has its beginning about the fifteenth of January. In order to isolate the representation of these relationships from the other material of Chart 6, Chart 8 was drawn showing the same facts, with the curve for the second semester drawn with the same base line as the first semester. In this chart the weeks are indicated by number in the school term rather than by date. In addition to

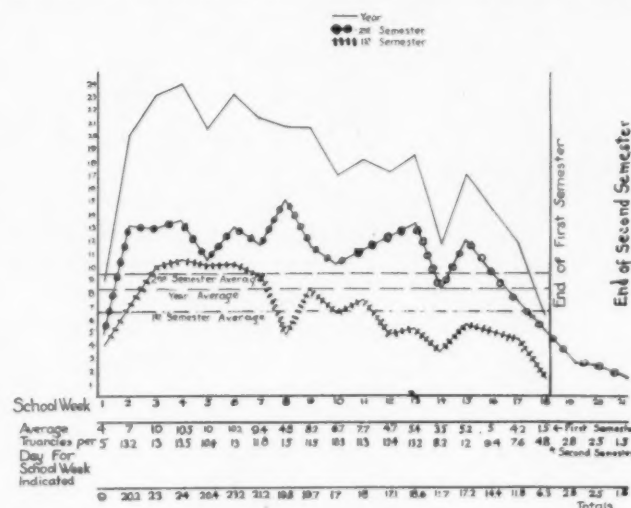


Chart 8. Truancy means by school weeks are shown here.

a greater truancy rate in the Spring semester, the rate reaches the semester median earlier, and remains above the median line longer in that semester than is the case in the Fall.

The relation of special holidays to truancies was next investigated, with the conclusion that there was little relationship. Special holidays were defined as any other than the regular school holidays, Saturday and Sunday. The relationship is expressed in Chart 9.

It will be seen that on the day before a special holiday the truancy average was greater by two truants than the average for all school days. This rate was greater by 2.4 than the average for all Fridays, the days before the regular school holidays. It was considered valuable to figure the means for Friday less the days before Christmas and summer vacations. On these days, because of the holding power of final marks or because attendance officers are too busy to apprehend truants, no cases of truancy were

Mumble-ty-peg and the call of the outdoors have lured these boys from school and into ways of truancy.



Underwood and Underwood

reported. With these Fridays omitted the difference is only one pupil per day average. The days after special school holidays have an average rate of 9.8 and Monday, which is placed next for comparison, a rate of 9.4. It is evident that there is little relationship between special school holidays and truancy. It is worth noting here that there is probably a strong relationship between invalid absence and special holidays, due to parents taking pupils away from school early for trips or extending the vacation by late return.

The files of the daily papers were studied for the school year in the endeavor to find any possible relationship between special events and truancy. Any event that might seem to have an effect on the desire of pupils to exchange school for some other place was noted, and an especial study was made of those days that showed peaks on the truancy graph. Little positive relationship could be shown. There were fourteen truant pupils on Tuesday, August 28, the high point of the first three weeks. This was the day of the state primary election, yet on November 6, national presidential election day, only ten were reported. On Friday, September 14, twenty-one

were missing but no cause could be discovered, although the fact that the following day was a Jewish holiday may have had some bearing on the situation. The World's Series baseball games in October seem to have taken few boys away from school, possibly because the junior and senior high schools were among the best places in Oakland to get returns.

The peak of Tuesday, February 26, is unaccounted for, while President Hoover's inauguration seems to be the only event we can charge with the responsibility for twenty-four truantries on Monday, March 3. The opening of the Coast League baseball season on March 26 apparently took few of our boys from school.

Finally, Thursday, May 2, is the prize mystery day of the year. One boy was a truant that day, continuing an absence begun the day before. No pupils were truants for the whole day only. Twenty-one pupils, all of them boys, were truants in the afternoon. The reason is not evident. As far as can be learned, there was no compelling event that would lead them from school. Whatever the cause, it operated all over the city, for eight schools in all parts of Oakland were represented. There was no circus on that day but

REPORTED TRUANCY PER A. D. A.

High Schools	No. of Pupil Truants	Total Days Truancy	A. D. A.	Days Truancy Per 100 A. D. A.
A	33	66.50	1,413	4.6
B	156	220.30	865	25.4
C	57	75.00	998	7.5
D	12	13.50	1,265	1.0
E	3	10.50	356	2.9
F	26	55.50	2,050	2.7
G	0	0.00	829	0.0
		441.30	6,947	6.3*
Junior High Schools				
H	3	4.00	510	0.7
I	24	23.00	254	9.0
J	29	38.50	515	7.4
K	25	23.00	1,099	2.0
L	54	123.50	600	20.5
M	0	0.00	221	0.0
N	59	132.00	1,384	9.5
O	52	111.50	591	18.8
P	41	120.50	766	15.7
Q	69	101.00	1,029	9.7
R	26	42.00	375	12.0
S	20	23.50	510	4.6
T	0	0.00	614	0.0
U	30	47.50	826	5.7
V	26	42.50	672	6.3
		832.50	9,131	9.2*

*Average for schools reporting.

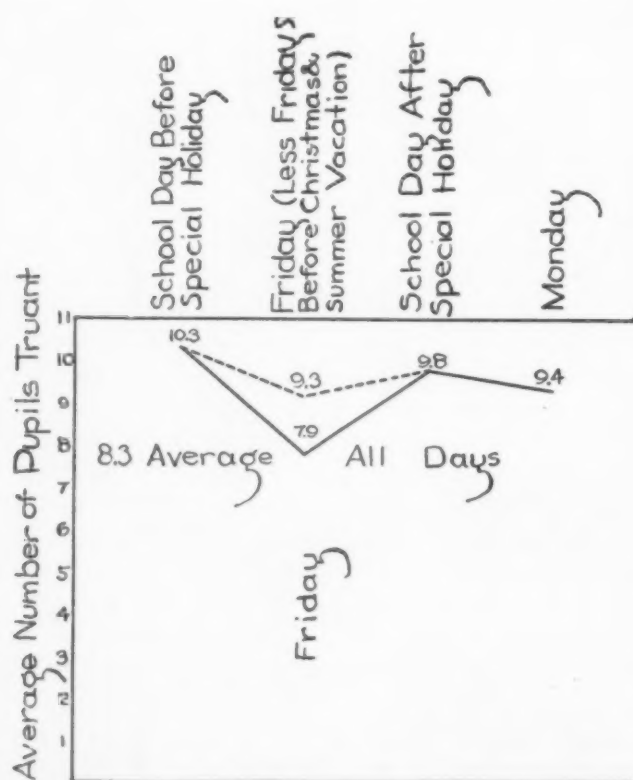


Chart 9 shows relation of truancies to special holidays.

there was one on the day following. Perhaps this band was formed to be the reception committee for the elephants that afternoon.

From the foregoing examples it seems that there is little correlation between special events and the tendency of junior and senior high school boys and girls to leave school. There was a belief that the distribution of report cards, the receiving of low marks by some pupils, might lead to truancies. Consideration of the report card days and the days following, as indicated on Chart 6, shows no such relationship.

As a last resort an attempt was made to blame the weather, but without success. The peak points were first studied but without any significant findings. Weather during the third to the sixth weeks of the term was described, as indicated on Chart 6, but no relationship was found between any sort of weather and truancy.

In this part of the investigation the only significant factor brought out was the relation of the progress of the school term to truancy and the relation of truancy occurrence in the second semester to the first. All other variations may be the result of pure chance or of a combination of circumstances difficult to discover.

Providing Progressive Education in Small Rural Schools

BY DR. FANNIE W. DUNN, ASSOCIATE PROFESSOR OF EDUCATION, COLUMBIA UNIVERSITY

This department of rural education is conducted by Helen Heffernan, chief, division of rural education, state department of education for California, Sacramento, and president, department of rural education, National Education Association.

TWO misconceptions are widely held and commonly expressed in published articles, especially by writers with but superficial knowledge of the rural field. The first is that the small school is a sort of educational dodo, practically extinct or at least a museum specimen. The second is that it is hopeless to try to express modern educational theory in the small rural school, and that only by combination or consolidation of several small schools is it possible to provide progressive education for rural children.

The latest available statistics are for 1927-28. In that year there were in the United States 153,306 one-room schools. Illinois alone had over 10,000, the largest number of any state in the Union. Iowa had only about 500 fewer, or over 9,500. Kansas, Missouri, New York and Pennsylvania each had over 7,000. Nearly four-fifths of the teachers of South Dakota were in one-teacher schools; so were over 50 per cent of the teachers of North Dakota; over 40 per cent of the teachers of Iowa, Montana, Nebraska and Vermont; over 30 per cent of the teachers of Arkansas, Kansas, Kentucky, Maine, West Virginia, Wisconsin and Wyoming; over 20 per cent of all the public school teachers in the United States. About 4,000,000 rural children or approximately one-third of the total rural school enrollment, and nearly half of all the farm children were enrolled in elementary and secondary schools.

Small Schools Still Vitrally Important

True, every year we have fewer and fewer one-teacher schools. In 1917 the Federal Bureau of Education estimated their number to be 195,000. Apparently 42,000 have been eliminated in eleven years. But at the rate of elimination of approximately 4,000 a year, it would be close to forty years before the present assumption of dodoism would be true. Of course no one knows whether

we shall maintain that rate. We may accelerate it with the increasing improvement of roads and of airplane transportation; we may decrease it with the increasing sparsity of farm population. What we do know, however, is that we now have at least as many rural children in one-teacher as in consolidated schools, probably more, and that so far as these particular children or the vast majority of them are concerned, the quality of their elementary education depends upon the quality of the instruction given in small rural schools.

Up-to-Date Rural Schooling Is Possible

It would be a sad case, indeed, for these millions of children if the assumption that it is impossible to provide progressive education in small schools were a fact. On the basis of ten years of experimentation, I am glad to be able to say positively that I am sure it is not a fact. Given the kind of teacher who can perform progressive educational work anywhere; given equal provision in length of term, educative equipment and supervision, and given an enrollment of between twenty and forty pupils a fine type of progressive education may be had in these schools. Consolidation is steadily to be promoted, because, administratively, consolidation contributes to the provision of the essential conditions—good teachers, adequate supervision, terms and equipment, and a pupil group large enough for socialized activity. But where sparse population, topography or climate militates against consolidation, there is for those who would afford progressive education to all children another means at hand in the improvement of facilities in the one-teacher schools.

Progressive education reveals itself as the agent that enables the characteristic elements of the small rural school to organize themselves into a desirable whole. The great handicap of the

traditional type of one-teacher school is the large number of recitations required for many subjects in many grades. The modern conception of education, however, replaces verbal recitation with socialized activity. Integration of subject matter is effected through large units of work developed around genuine life interests and experiences. Children are not classified in closely homogeneous groups on a basis of achievements in skills or factual knowledge; they work together, as people do in life outside the school, on enterprises of common interest in which each participates according to his ability. Some are clever with their fingers, others show peculiar ability in finding and bringing in interesting objects for group use, others contribute clippings or pictures, others search the library and report what they have read. Some paint and draw, some contrive mechanical devices, some write poems or plays, and still others take the lead in the organization and conduct of school clubs or group games. The groups cut across each other and the child who is the admired and respected leader in literary activities may become the humble follower of an erstwhile dullard when there is a sand table to be constructed or scenery to be painted for a school play.

How to Individualize Instruction

Individual differences are recognized in the progressive school, not by crude attempts at classification in assumedly homogeneous groups, which, when organized, prove still to be composed of widely varying members, but by replacing group with individual instruction in matters which each needs to learn, but which each must learn at his own rate and which each can best learn in his own way. So in the new school there is equipment for individual study, which any child may be instructed how to use just when and if he needs it, rather than making the matter a formal assignment, because his teacher or his supervisor believes that he will need it one day. It is a reasonably safe assumption that if any knowledges or skills are sure to be needed by everyone in the practical conduct of his life, they will prove necessary in the rich range of activities that the modern school conceives to compose education. That a check list is desirable may be freely granted, but its chief use should be to make the teacher inquire of herself whether she is truly utilizing all the potentially educative opportunities of the child's enriched environment, rather than to drive her back to the old subject matter-set-forth-to-be-drilled-upon conception of education.

For the hardest lesson we have to learn, we

who are stumblingly working out our techniques in the new mode of education which we believe in but which we have not yet learned perfectly to employ, is to see the educative experiences that lie in the child's environment and to realize from each potentiality the best that is in it. A group of rural teachers were recently reading with their supervisor a report of a city day school. They read of the interest displayed by the children of that school in boats and the range of activities growing out of that interest which led the children into far countries, and into reading, writing, music and a host of other worth while experiences. And they wailed: "If only we had such an environment as they, we too could have our children do interesting things. We have nothing but trees!" As a matter of fact, the school they envied was set in a crowded city street near wharves which an unperceiving teacher might have seen as sordid and ugly, while she envied the trees and birds and lovely old colonial homes full of suggestive relics of the past which the rural teachers had all about them and which they came in time to see and to use in excursions in art classes, in dramatization and in verse.

It is no narrowing intensive acquaintance with a limited environment that progressive education in small rural schools seeks for its children. In the end, for all our children, we desire the fullest and most complete appropriation of all the world's goods, all the social heritage, that is desirable for the best realization of each individual capacity. In the beginning, for each child wherever he may live, the place to begin his education is where he is. In each case we begin with the home life and surroundings and discover the child problems and needs that arise, then we turn for solution or satisfaction to the experience of the race, as preserved in history, geography, arithmetic or language.

Utilizing the Environment

The country child, because he lives in the country and because his experiences have been country experiences, will have somewhat different problems or interests from those of the city child. His early lessons will be based on country conditions, and his thinking will be in country terms. But his needs and problems will sooner or later lead him to the same sources of information and will be satisfied by the same racial accumulations of which he and the city child are coheritors. His problems of numbers may arise out of familiar situations with poultry, lumber, corn yields, or the work and play activities of his home and school, but they must be solved in the

end by the fundamental processes, fractions or percentage. His need for the power of expression that language supplies or for the interpretation of human experiences which is the poet's gift to mankind, may be a natural outgrowth of his acquaintance with nature, but it can be satisfied only by the same English language and literature that he shares with the city child. His problems of sanitation and hygiene may be based upon the safety of the farm well or the necessity of so caring for house and stable refuse as to prevent the breeding of the typhoid fly, but they will find their answer in the same biology, the same laws of health that apply to the city dweller.

Encouraging Esthetic Appreciation

Like all other children, the country child craves companionship, recreation and esthetic gratification. These longings and desires, if unsatisfied, often drive him to the city streets in search of crowds, movies, glittering shop windows and glaring lights, museums, picture galleries, theaters and music halls. But the country school may direct these natural desires for companionship and recreation into a wide range of activities—social organizations, play fests, athletic meets, active sports, social centers, bands or glee clubs and the privilege of acquaintance with the master minds of literature.

As for the craving for esthetic gratification, where is there finer, more varied beauty than is found in the woods and fields? Where is there greater pleasure than the nature lover finds in traversing the swamp and pasture, with field glass or camera? Out of such excursions there grows in the country boys and girls perception of the beneficence and beauty of the world about them, and interests develop that all their lives they may find pleasure in satisfying, so that for them there may be indeed "sermons in stones, books in the running brooks, and good in everything." Henry Turner Bailey once wrote: "When we know enough, we wiseacres who superintend and supervise measurements and tests and platoon systems, we shall have the busses of the board of education taking children out into the country, instead of bringing them into the most congested parts of the city.

"In that blessed time there will be observation areas, woods and meadows with brooks and pools, pastures with cattle, and fields with men at work, where the children now starved in cities will be taken for nature study at first hand, to lay a foundation for an intelligent appreciation of folklore, history, literature, poetry, music and all the fine arts."

Nor are the esthetic experiences of the natural

environment all the potentiality the rural school has to use. In the social and economic life about it are to be found, in simple and accessible form, examples of all the great institutions and occupations of the world. The home; the store; the village post office or rural route; the roads and their makers; the vehicles of many kinds that travel them and the destinations to which they go; the production of food and its transformation in the home and perhaps in a local creamery or mill; the milk hauled daily to the railroad station to be sent to city homes far away; sheep shearing or cotton picking; old spinning wheels or looms in occasional attics, or some neighborhood grandmother who still quilts or weaves rag carpets; the tax assessor; the town meeting; the state police or fire warden; the school with its local trustee; the county nurse; the book truck; the county or state fair; the local election, held perhaps in the schoolhouse itself—all these may afford experiences educative in themselves and rich in leads to the wider and more remote environment beyond the neighborhood bounds to be increasingly experienced through books, pictures and radio.

How Rural Schools Can Be Organized

Probably there are few but will agree that the range of genuine life experiences that rural children may know first hand affords unrivaled materials for progressive education. But many doubtless question the possibility of realizing these potentialities in the small rural school. Let us admit at once that a school with an unqualified teacher, meager equipment, a short term and little or no supervision cannot offer the type of education we are envisaging. For that matter, such a school is a travesty on the name, for it cannot provide even a good quality of formal or old type schooling. It is one of the most cruel pretenses in civilized society to-day. But a small school need not have a poor teacher or niggardly supplies or a short term. It is here that we have let ourselves be blinded by a confusion of issues. The small school does have certain characteristics that make it a peculiar educational problem, but none of the aforementioned handicaps are inherent in it. They could be removed by adequate legislation and financial expenditure in a small school no less than in a large one, and their common occurrence in small schools is the result of a shortsighted policy of neglect.

The two peculiar difficulties of the one-teacher and to a slightly less extent of the two-teacher school are the wide range of age and ability levels and of subjects to be simultaneously taught by one teacher, and the small size of a single grade, resulting in deficient social stimulation. How-

ever, when subjects become integrated in units of study or activity and when several grade levels participate in a common enterprise, both these difficulties are removed or lessened to the point of practicability. For ten years in our experimental rural schools we have found it possible to organize our school in three groups, rather than in eight grades, thus giving the teacher time to be a genuine guide and helper and making possible for each child a group with which to work or play that is sufficiently large to be interesting, stimulative and productive of genuine social experiences of give and take, leadership and followership, cooperation and control.

Curriculum Must Fit the Needs

Such an organization, it is important to note, requires a curriculum of the same shape, and therefore it is not possible in small schools as long as we continue to provide them only with courses of study made to fit the organization that best meets the needs of the city schools, with their multitude of children on a fairly common level.

There is no small rural school, however, that cannot take some steps toward activity and integration of experiences. And there is no small school that cannot begin to put its emphasis on the child's needs and growth rather than on subject matter and formal learning.

In a certain group of small rural schools that I know, the teachers this year have consciously worked toward making their schools child centered, and have set before them five aims harmonious with that main objective: (1) an atmosphere of real friendliness, companionship and cooperation between the teacher and the pupils and among the pupils themselves; (2) an atmosphere of creative self-expression through the medium of language, music, drawing, modeling and other types of handwork; (3) enough freedom and informality to allow children to develop naturally and to be unaffected and unself-conscious; (4) an atmosphere of orderliness and attractiveness of the building and grounds, through the sharing of responsibilities; (5) more careful consideration of the child's physical, social and moral development as well as his mental growth; the development of personality.

Another group of teachers of similar schools, with the same aim in mind, suggested as goals for their forthcoming year's work the following: (1) a definite effort to foster pupil initiative; (2) each class period a discussion period with children leading; (3) encouragement of appreciation of the beautiful in nature, literature and art; (4) a civics club in every room through which the children develop habits of good citizen-

ship and a feeling of responsibility for the welfare of the school; (5) every room providing for and encouraging individual differences through a variety of types of work; (6) music in every school.

I wish you could see those schools, with their variety of educative activities. A big farm was laid out on the floor of one, with last year's dollhouse for the farmhouse, and a model barn constructed from a disused doghouse. The barn yard was spread with fresh alfalfa which the children had brought to feed their cows. Another school has a growing museum containing native woods, cut and polished to show the grain; stones of the neighborhood; mounted insects; a collection of Indian relics; a cage which one day held a mole and two days later housed a rabbit one of the boys had caught in the hay field; a big chart mounted with drawings of birds the children had seen; a collection of fungi. On the walls were maps of the individual woodland spots that each child claimed for his own, and in which he watched for new phenomena to report to his group. A series of large pictures, on wrapping paper, showed an adjacent field, in spring, summer, autumn and winter.

The primary groups in all these schools were studying life in other lands and other days. A fiord in Norway, the surrounding mountains built of rocks from the children's own fields; the story of farm tools, from the early days when ploughs were crooked boughs and hoes were clam shells fastened to a stout stick, to the present time of tractor drawn machinery; a neighboring truck farm, carefully reproduced in every detail, even to the rich black earth the children had brought in pails to cover the ground—these were some of the representative scenes built on sand tables or in a corner of the floor. In every school there was something of the kind to be seen.

Educative Activities Are Varied

One little rural school drew a large part of the ideas for its hygiene course from its well organized hot lunch service; another developed a school citizenship club to an unusually effective degree; a third organized a poetry club and wrote verses; a fourth visited old homes and antique shops in its New England neighborhood and made a study of furniture and homes of colonial days; still another developed a primary band, the little leader of which was chiefly trained by his fifth grade brother, who had spent all his school days in a school that was seeking progressive education.

The type of work I have described does not require a large amount of class time or teacher di-

rection. Children work on these various activities at all hours, whenever they have time. Occasional periods with the teacher are used to report progress, to plan and initiate some new phase of the enterprise, or to get individual help along a variety of lines. An account of an industrial arts period, conducted mainly on an individual basis, will serve as an illustration of this type of class meeting:

"The fifteen children of the intermediate group were doing as many different things, for they were in the midst of preparing the annual Christmas box for the orphanage, and this was the period for the teacher to help them with whatever they were planning to do in their later free periods.

What One Rural Teacher Teaches

"First Edna wanted to know how to start crocheting the edge on a handkerchief. Then came Alfred saying that the boys in the hall needed help with the toy animals. There were too many boys in too small a space, and a conference then and there settled how many could work comfortably at once, who would come next and how long each could work.

"That done, the teacher demonstrated to the entire group the method of making the stands and wheels and promised to help them paint the finished toys the next week. All but those whose turns came next returned to the classroom with her and soon were interested in making some other Christmas present. The girls were ready for her. They were making stuffed cloth animals; they had their transfer patterns pinned to the cloth, their irons hot, and were waiting for the teacher's approval before going any further. The teacher saw that all was being done properly; she discussed with them what should be done next, and left them to help each other until the end of the period. By this time a small group who had previously made patterns for birch bark gifts had the bark cut and were ready for instruction in the next step. The teacher secured needles and raffia and showed how to buttonhole stitch the pieces before they could be fastened together. She then worked individually with the pupils until she saw that all understood the process and were working carefully. The rest of the children, at their seats, were working on calendars, blotters, book bags or other work that had been started at a previous period."

The same general technique is applicable to arithmetic, English composition, silent reading or any other subject. The commercial individual instruction materials or others made by the children themselves are useful in such supervised

drill periods. One child who needs to master certain addition or multiplication combinations may test himself by means of a pack of cards; another may be filling blanks in an effort to master some language usage; several may be correcting compositions, others using map exercises to master certain location facts and still others engaged in silent reading with self-checking tests or in outlining a history reference. It is essential that each child be doing what he needs at the time and wants teacher help in doing, or desires to have tested by the teacher before passing to another level of work. Since the needs are individual, it does not matter whether the children thus engaged are all of one grade or whether they are scattered through six or eight grades. Whether all work simultaneously in one subject field is a minor matter conditioned by the nature and extent of the children's needs at any given time.

Unquestionably, the teacher who would successfully pursue a progressive program in a rural school must be master of certain definite techniques. It is generally recognized that techniques are essential to any teacher. What has not been equally recognized is that certain special conditions of teaching require special techniques, and that the small rural school is one such special condition. Techniques appropriate for formal work in a graded school will not fit it at all. Techniques suitable for progressive work in a graded school come nearer fitting, but certain adaptations even of these are desirable.

Taking Part in Group Discussions

One of the most important techniques required of the teacher for progressive education in the small rural school, and indeed in any other, is that of participating in group discussions as a member of the group, taking the lead only when or as the group's need for guidance requires. Most of us, wherever we teach, probably need to continue to perfect this technique throughout all our teaching days.

A second technique of especial importance to the teacher of the small rural school is that of handling a heterogeneous group of children as one class. I have seen skillful rural teachers do this again and again, but the ordinary training in class teaching will never develop it. I recall a country teacher whom I watched as she conducted a geography lesson with all grades from fourth through eighth participating. They had a common problem, but pupils of differing advancement had different shares in its solution. The upper grade pupils had used advanced geographies in preparation for the class discussion, the younger had used the first geography book.

Some had read in supplementary geographical readers, others had found pictures in the *National Geographic Magazine* or in a pictured encyclopedia; still others had referred to government bulletins. Sand table work had been going on as well as the outlining and making of booklets. Every child was participating, even a backward boy who had been classified as fourth grade solely on account of his size. "Harold found something for us in the agricultural atlas," the teacher would say, calling on her one eighth grade pupil for his contribution. Or, "Fourth grade, you can tell us about this. You are helping to show it on your sand table."

Recitation Versus Independent Study

A third important technique consists in the subordination of the so-called recitation to the independent study of the pupils. In the country school, much of the pupils' study must go on at times when the teacher's attention is demanded for class work with another group. Under these circumstances, class periods are too valuable to be wasted in mere recitation. Perhaps the city teacher can afford to spend them in this way, but the country teacher certainly cannot. There are too many other things to be done, if the study periods are to be profitably used. Selecting a group enterprise; formulating the purpose or the problem clearly; setting up plans for work; criticizing plans; distributing responsibilities; reporting progress; practice under teacher oversight of desired habits of work later to be pursued unsupervised; guidance in the use of the encyclopedia, the dictionary, the indexes, tables of content and card catalogs; instruction in outlining and notebook work, or in the use of individual practice materials; introduction to tools and training in their use; discussion of school conduct and development by the pupils of plans and regulations for self-control and group control—these and many other similar matters must be given right of way in the precious periods when teacher and pupils meet.

A fourth important technique is concerned with organization of the school management in such a way as to make it definitely educative. In the care and beautification of school grounds, in the essential housekeeping duties and sanitary provisions, responsibility for which devolves upon teacher and pupils of the small rural school, in organization of the play activities for all groups, in planning the school lunch, in the protective care of the smaller children and in the government of the school, there are potentialities for genuinely progressive education, provided the teacher sees the opportunities and uses them.

A final technique involves recognition of times when individual instruction is more serviceable than class work on a common problem, and the provision as needed of a period or periods when each child is engaged in the work which is of most concern to him at the moment, while the teacher passes about the room, giving a word of advice here, a brief criticism there, sitting down by this child to help him over a difficult place, or calling two or three to her for assistance on a point that is troubling them all.

With these techniques and with the ever dominating concept of the school as a place for helping each child to grow along his best lines and at his best rate, the small rural school becomes an organic agency of high type for wholesome child development. The chief essential is a teacher qualified for the desired type of work, though space, library provision, hand work materials, an adjusted curriculum and constructive supervision all are important. With our present condition of an overcrowded teaching profession, we are more favorably situated than we have ever been to select the persons for the high calling of teaching, and to require educational preparation adequate to the task. With the advance of the progressive educational idea and its concrete exemplification in hundreds of situations, suggestions and materials are increasingly available. Have we not reached the time when we are justified in expecting that every rural school, no matter how small, shall be a place of genuine education of high quality?

Kansas Is Interested in Proposed Changes in School Laws

"I do not recall the time when there has been so much interest on the part of the general public regarding the revision of the Kansas school laws," Supt. George A. Allen, Jr., of the Kansas Department of Education, says in a recent statement.

The plan for financing Kansas schools submitted by the school code commission is closely related to the tax code commission's report which will be submitted to the 1931 legislature and the two should be considered together, Superintendent Allen believes.

There are two reasons for the great interest in the proposed changes in the school law, he says: "the favorable publicity given to the report of the school code during the last two years by those most interested in our schools and the need for tax revision and relief from excessive taxes, which the financial plan of the school code report will help to produce."



Making the Most of the Auditorium Stage in the School

A lack of stage facilities is frequently an incentive to ingenious pupils to devise artistic settings and properties that enhance the original value of the play

BY VERA LIGHTHALL, NORTHERN NORMAL AND INDUSTRIAL SCHOOL, ABERDEEN, S. D.

POORLY planned stages or no stages at all in school auditoriums have been no greater deterrent to high school girls and boys interested in dramatics than was the little three-cornered room to the Washington Square Players or the old wharf to the Provincetown group. Stuart Walker's Portmanteau Theater, Mr. Arvold's Little Country Theater, the Carolina Playmakers, the simple adaptations used by such groups as the Coffey-Millers, the Jitney Players, the state college groups in Iowa playing under the grandstand at the state fair and Chautauqua players recruited from college speech departments during summer vacations, all have helped to show young school actors and their directors or their club advisers how much can be done with a few screens, a fireplace, a few steps of a staircase and two or three wooden benches.

Nowhere has this fact been so clearly demonstrated as at Central High School, Aberdeen, S. D. The auditorium stage is 40 feet wide and only 15 feet deep, but the walls are 18 feet high. In the days when the old landscape painted curtain was in use, it had to be left more than slightly lowered to keep the upper lights from shining into the eyes of the audience. The footlights were in a trough with covers of flooring when the room was in use as a study hall, as it was every school day. This arrangement left a narrow apron just wide enough for the study hall desk and chair in front of the lowered curtain. Unless the stage was being used after school hours for practices, however, the curtain was left raised.

There were doors at each end of the stage, but no center entrance. At the right and the left of

the narrow apron, there were five steps leading down to the assembly floor level. From the stage doors similar flights of steps led to narrow passageways through which pupils passed out of the room. There were 300 seats with study desks on the level floor, 300 opera chairs with folding arm desks on the raised section. The desks were scarcely comfortable for the more portly adults, so the pupils were always expected to occupy the front section, leaving the opera chairs for the guests.

No space was provided for dressing rooms; consequently, adjacent recitation rooms had to be used until a class gift made it possible to fit one of these rooms with two large wardrobes and four make-up cabinets with adequate lights and plenty of drawer space.

On the stage, flats proved impracticable, for there was nothing to fasten them to except the hard plaster or hard wood floor. Plays were chosen, however, in which flats could be used at the ends, and a curtain, often of cheesecloth, flat



In this setting for "The Wonder Hat," the moon was made from a cheese box covered with orange paper.

against the wall in the center. A pantomime of Van Dyke's "The Other Wise Man" was given with a dark blue cheesecloth curtain which made an effective background for the brilliant Eastern costumes. Three pageant queens were crowned in a similar simple setting with the addition of a few screens or trellises covered with crêpe paper flowers or designs.

With two high walls of realistically painted stone work, one play director gave an artistic production of Bertram Bloch's "Maiden Over the Wall." The same wall cut in two and remade, with a futuristic fountain in the center and two pottery vases on pedestals at the ends of the wall, made the park for Hecht and Goodman's "The Wonder Hat." With both of these settings were used two rough wooden benches left over from a production of "Midsummer Night's Dream" several years before.

High school pupils, boys especially, develop more ingenuity in working on an inadequately

equipped stage than on one that has the most modern stage equipment. On the Central High School stage, over a period of several years, the boys and their advisers, teachers from the manual arts department and the directors of the plays devised satisfactory Southern colonial doorways, a woodland scene, a scene in Grant's tent for "The Littlest Rebel," a garden scene for "The Superior Miss Pellender," an old country store setting for "The Fortune Hunter," the front of a house, a porch, a backyard and two barn doors for "Penrod." It required much ingenuity to fit all the things in this latter scene on the shallow stage, but the forty feet gave the distance needed to make the barn doors of the detective's office seem far enough away from the house.

Simple Settings Are Effective

The two wooden benches and the stone wall mentioned were requisitioned again and again for programs of one-act plays. The wharf scene for Lady Gregory's "The Rising of the Moon," was made with only the addition of a barrel on which to post the warning; as simple properties were used for "Spreading the News," and a number of Pierrot plays were given with only the white wooden benches and the dark blue curtain. For a Girl Reserve program, one act of "The Romancers," and a little pageant called "Down Petticoat Lane" with its fashions of the century, were presented with the same setting, a section of the wall merely being removed for the girls in the second play to walk through.

A more elaborate setting was used for Laurence Housman's "Prunella, or Love in a Dutch Garden." All the pictures of the production available were studied and designs and sketches made in the art classes. Two boys were found who thoroughly enjoyed working out all the details in heavy compo board. The dark blue cheesecloth curtain was used for the moonlight scenes and a light blue for the daylight. The fountain was at the left, with a group of silhouette trees, and the front of Prunella's house with more compo board trees was at the right. The stone wall, covered with vines, had an artistic gate in the center. Wooden benches were used again. Careful lighting was necessary in the moonlight scenes. The boys in charge worked hard to get the right effect, and managed to secure as realistic a moon as they had for "The Wonder Hat." The moon made from a cheese box covered with bright orange cambric and hung by a string so that it could be moved slowly up over the wall was a project that had more value in practical education than many more complicated problems in electricity.

To obtain more room on the stage for larger casts, extension footlights were used, and sometimes none at all. Thus the director was able to utilize for the dancers, for the mummers who came to Prunella's garden or for Penrod's front yard, the extra three feet that the apron provided. This same arrangement for providing extra space was effectively used when the combined music clubs of the school presented an operetta.

ture, covered with cretonne, is used in the teachers' room when it is not in use on the stage.

With the new equipment a wider variety of interiors was possible. Draped entrances, frames for windows or doors, screens and bright colored hangings made changes easy. There were produced plays with as great diversity of setting as "The Boomerang," "Seventeen," "Captain Jinks," "The Charm School," "Adam and Eva," "Honor

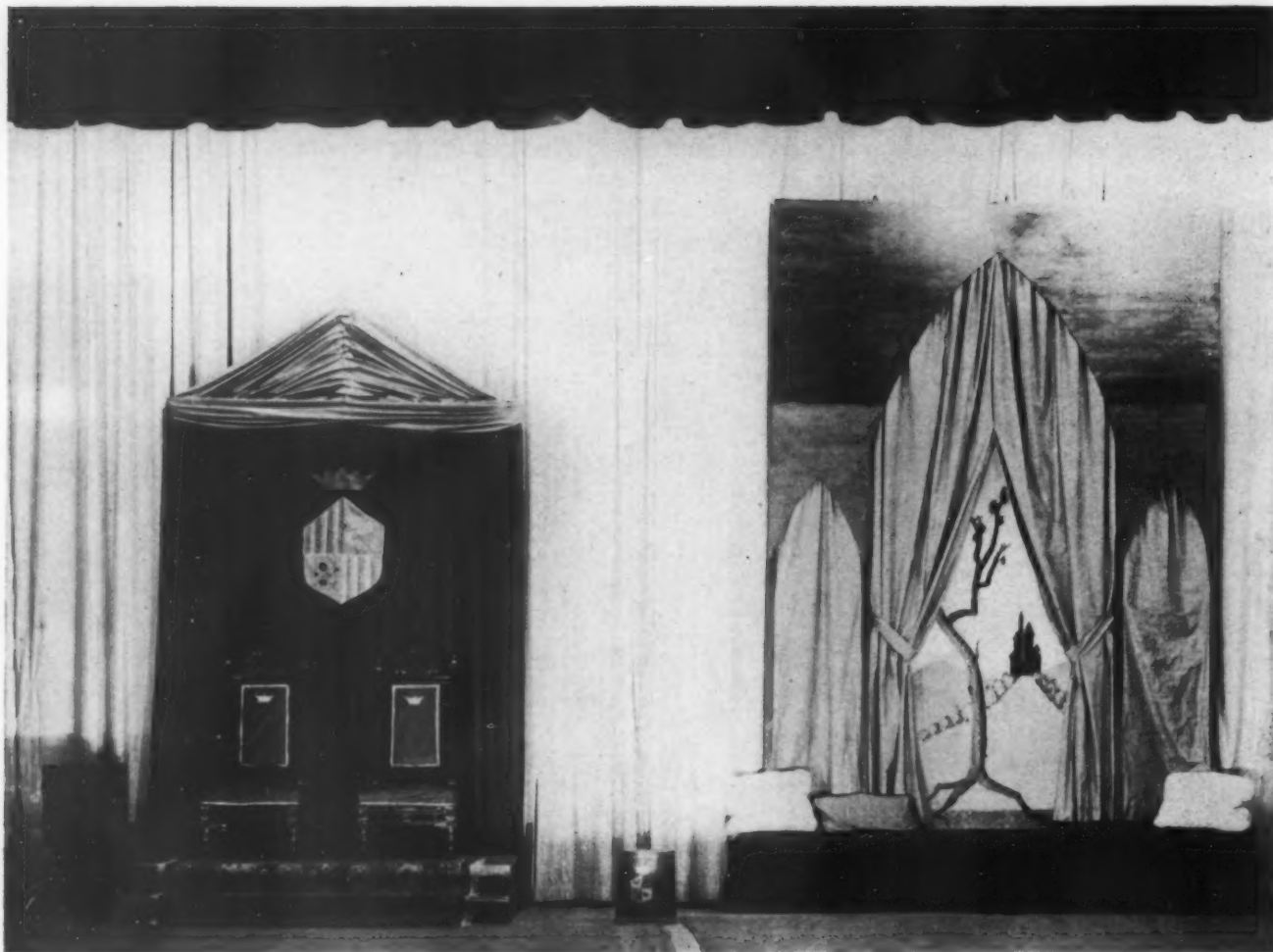


A simple but effective stage setting for "The Piper" was prepared by the pupils of Central High School, Aberdeen, S. D.

As time went on, the high school principal became so much interested in improving the stage equipment that he suggested that each class then in school devote the class memorial fund to provide stage furnishings and general equipment. Two classes, therefore, pooled their resources to provide neutral colored draperies for the inner hangings and dull blue rep curtains to replace the old-fashioned roll curtain. The next class furnished the dressing room. The fourth class gave a complete living room set, davenport, chairs to match, tables and occasional chairs. This furni-

Bright," "Pomander Walk" with the number of houses reduced from five, which appeared in the original play, to three, and "The Piper," in which a screen setting was used instead of the street in Hamelin village called for in the stage directions.

The idea for the twofold screen came from the Coffey-Miller company who used a screen for their production of "Gammer Gurton's Needle." In building the screens for Josephine Preston Peabody's "The Piper," the boys made the two folds, measuring 6 feet wide and 8 feet high, to



The setting for the fairy play, "The Dragon," presented in the school auditorium, was designed by the art department and executed by the manual arts instructors.

represent the front of Veronika's home and the doors of the minster. The screen was mounted on a platform 7 inches high, 4 feet wide and 14 feet long. This had an advantage of giving the principal characters greater prominence and of making them appear taller than the smaller girls and boys who took the parts of the children. When the changes to the Hollow Hill or the Crossways scenes were made, the platform was moved back and covered by the neutral tan draperies. A new entrance was made, so that no part of the screens would show, but the platform projected far enough to be used when the children ate their broth or when they fell asleep. This arrangement of screens worked well on the narrow stage and gave the room needed for the Hamelin village people to move about freely.

Space does not permit descriptions of many settings for one-act plays: for curtain raisers, such as "The Impertinence of the Creature," and the little play, "Good Night," the blue china plate for "The Turtle Dove," for the original plays written for special occasions such as Good Speech Week, patriotic programs or At Home Night. I should like to enlarge upon the resources at the

pupils' command in designing and building simple properties as a cardboard stove for the Lady Violetta in Louise Saunders' "The Knave of Hearts." The Maxfield Parrish illustrations for this charming play, published by Scribner's, give beautiful colors and designs for the costumes and amusing effects for properties and setting.

At Central High School, the faculty under the direction of the principal entered into the dramatic work of the school and produced two plays that were notable for artistic settings as well as for superior acting. The pirate ship with its cabin and immense pirate flag was as romantic as any young Englishman named "Captain Applejack" could have dreamed of. The other play was Lady Gregory's exquisite fairy play "The Dragon" with a setting designed by the art department and executed by the manual arts instructors. The quite realistic dragon was the work of the art supervisor.

Making the most of an auditorium stage means that all departments work together, that teachers and pupils cooperate in the production of worth while plays.

What the States Are Doing for Public Education*

Since all the states are giving, to a greater or lesser degree, financial support to certain special school projects, the legal status of such aid is here analyzed

By CLARENCE O. LEHMAN, PH.D., DIRECTOR OF TRAINING AND HEAD OF THE EDUCATION DEPARTMENT, STATE NORMAL SCHOOL, GENESEO, N. Y.

ONE would deny the fact that the business and problem of education in the United States is one of national import and significance. The function of public education, however, has been delegated by the Federal Government to the several states in the Union and they in turn, to a large degree, have committed the task to the local communities or districts. There has been during the past several decades a tendency for the states to reassume a share of this responsibility.

The statutes of the various states reflect this reacceptance of this educational function, especially that of control. Some of these statutory provisions, for example, pertain to permanent school funds, compulsory school attendance, teacher training and certification of teachers, state aid for the equalization of educational opportunities and state support for the stimulation of new school projects.

Financial support obviously is the corner stone on which rest the permanence and advancement of public school education. It would be impossible to have any workable program of public education if all local or state financial support were withdrawn. State aid, as one of the means of this financial support, is playing an increasingly important rôle in the maintenance of the public education program.

Why State Aid Is Granted

This analysis of the statutory provisions, which authorize the states to grant such financial aid to the local school districts, should yield certain indexes of the trends pertaining to the extent to which the various state units are sharing in this responsibility of supporting public school education in the United States.

Recent researches relating to the financial support of schools indicate that there are divergent opinions with respect to the purpose for which state aid should be granted to local school units. In general, the problem resolves itself into the

question of whether state aid should be granted for equalization only or of whether it should serve in a dual capacity, for equalization and for stimulation.

Harlan Updegraff states that "The state should always do something to stimulate every school district to do its best. Reward ought to be granted likewise to school districts, teachers and pupils who do particularly meritorious pieces of work."¹

Encouraging Local Effort

The principle of stimulation should be recognized when state aid is granted to local school districts, according to George A. Works.² He advocates that the local district should be encouraged to develop the attitude of growth in a constantly expanding civilization.

Fletcher H. Swift, who directed the study of the problems of school finance in the Arkansas School Survey, recommended in his report that the state should furnish funds to the local communities to encourage consolidation, transportation and the employment of teachers, superintendents and other school officials who have qualifications higher than the statutory minimums.³

In his latest book, Ellwood P. Cubberley adheres to the principle that state aid should include the element of stimulation. He says: "In apportioning whatever aid is given, care should be exercised to give it in such a manner as to stimulate local communities to a maximum of educational effort, and to stimulate and encourage new and desirable undertakings. This is more important than reducing tax rates."⁴

Paul R. Mort points out the conflict between the use of the principle of the equalization of educational opportunity in granting state aid and the employment of the principle of payment for effort in granting such aid. The former principle aims to equalize opportunities and burdens to a certain level and in so doing draws funds from wealthier communities to aid poorer communi-

*This is the first of a series of articles by Doctor Lehman dealing with state aid.

ties, and the latter principle tends to do the opposite. He states that "... the result of the emphasis of reward for effort in a state aided system is therefore to destroy in some degree the effect of provisions for equalizing educational opportunity."⁵

"The aim in any plan of stimulation," writes Ward G. Reeder, "should be to stimulate com-

munities to bring up their schools to a higher level of efficiency and at the same time to guard against extravagance and inefficiency—in brief, to steer from the Scylla of bringing all schools to a dead level of efficiency and, conversely, to avoid the Charybdis of extravagance and inefficiency."⁶

Data to be presented in this article and in suc-

TABLE I—LIST OF SPECIAL SCHOOL PROJECTS FOR WHICH STATE AID IS STIPULATED BY STATUTE, CLASSIFIED ACCORDING TO FUNCTION, AND FREQUENCY OF STATES GRANTING AID FOR SPECIAL SCHOOL PROJECTS*

Function	Total Number of States	Function	Total Number of States
I. Administrative Efficiency and School Organization		IV. Improvement and Maintenance of Physical Plant	
1. Centralized and consolidated schools	11	1. Erection, enlargement, repair, or equipment of school buildings ..	12
2. High schools and secondary schools	25	a. City	1
a. Academies	2	b. Consolidated	6
b. Agricultural	3	c. County training school	1
c. County	1	d. Rural	6
d. Rural	1	e. Teacherage	2
3. Junior colleges	4	2. Revolving loan funds for buildings	2
a. Maintenance	3	3. Plans for buildings	2
b. Site improvement	1	V. Provisions for Special Education	
4. Salary county attendance officer..	2	1. Americanization classes	10
5. Salary county superintendent of schools	11	2. Part-time or continuation classes or schools (independent of Smith-Hughes Act)	4
6. Standard or superior ungraded, rural or graded schools	8	3. Special classes for physically and mentally handicapped	17
7. Transportation—high school or consolidated districts	10	a. Blind	9
8. Tuition—nonresident high school pupils	8	b. Crippled	8
9. Kindergartens	2	c. Deaf	11
II. Extension and Expansion of Curricula and School Offerings		d. Defective speech	4
1. Industrial and vocational schools and courses—agricultural, manual arts, home economics, practical arts	20	e. Delinquent	3
a. County agricultural and vocational	5	f. Mentally deficient	7
b. County industrial (colored) ..	1	g. Otherwise physically handicapped	4
c. Elementary school	1	h. General	5
d. High school	8	4. Classes and schools for adults ...	9
e. Evening trade and vocational ..	3	VI. Teacher Training and Professional Advancement	
2. Vocational education—Smith-Hughes	48	1. Scholarships in teacher training institutions (does not include free tuition to state normal schools)	6
3. Gardening and nature study	2	2. Teachers' institutes and educational conferences—county and state	20
III. Improvement of Instruction and Classroom Procedure		3. Teachers' training departments in high schools	18
1. Establishment and maintenance of school libraries	10	4. Teachers' training schools	
2. Free textbooks	8	a. City	2
3. Equipment for industrial and vocational courses	3	b. County	5
4. Materials of instruction and supplies	5	c. Model	1
5. Supervision	16	d. Summer	5
a. Americanization director ...	1	VII. Miscellaneous	
b. Assistant superintendent and supervisors	2	1. County supervisor of child study ..	1
c. County assistant superintendents, town and rural superintendents	11	2. Medical inspection and health education	5
d. Director of physical education ..	2	3. Military training in high schools ..	2
e. Helping or supervising teachers	5	4. Physical education	2
f. Urban or city superintendents ..	7	5. Schools for children of migratory laborers	1
		6. Special fund for worthy projects ..	2
		7. Teachers' retirement	17
		a. Expense for administration ..	4
		b. Annuity or pension	17
		8. Time of misfortune	1
		9. Transportation of isolated pupils ..	1
		10. Physical examination of applicants for employment certificate	2

*This includes all statutes that were in force at the close of the legislative sessions of 1928.

TABLE II—SCHOOL PROJECTS FOR WHICH AID IS PROVIDED BY STATUTE IN 25 PER CENT OR MORE OF THE STATES, RANKED ACCORDING TO HIGHEST FREQUENCY

<i>Project</i>	<i>No. of States</i>	<i>Percentage</i>
1. Vocational education, Smith-Hughes	48	100.00
2. High schools and secondary schools	25	52.07
3. Industrial and vocational schools	20	41.66
4. Teachers' institutes	20	41.66
5. Teacher training departments in high schools	18	37.49
6. Special classes for the physically and mentally handicapped	17	35.41
7. Teachers' retirement fund	17	35.41
8. Supervision	16	33.33
9. Training schools	13	27.07
10. Erection, enlargement and repair of school buildings	12	25.00

ceeding articles will show the current status of state aid for the stimulation of the initiation of new school projects and the maintenance of them, reflected in the statutes of the several states of the country. The effectuality of such financial assistance will also be evaluated. Furthermore, the study reveals definite trends as well as offers a fertile field for the evaluation of the procedures that are employed in the administration of state support for special school undertakings.⁷

"Special aid" is that type of state school support extended to local school units or districts for the encouragement, stimulation and continuance of school projects that local school districts would be hesitant to initiate and maintain by their own volition and resources. Furthermore, special aid not only purports to assist local communities in extending and initiating educational opportunities and undertakings, but it also rewards those efforts of the local community that indicate a superior efficiency and an enlarged social vision concerning educational progress and achievement.

Typical school projects for which special aid from state school funds is granted are the follow-

ing: salaries of administrative officials, promotion of industrial and vocational education, school libraries, textbooks, maintenance of special classes and maintenance of teacher training departments in high schools.

The following criteria were formulated to determine whether or not a school project should be classified in the category of special aid from state funds:

1. The school project aided should be an integral part of public school education under the control of the local board that administers school affairs.

2. All school projects or activities that purport to expand, extend or improve the school organization, the curricula, the methods of instruction and classroom procedures, the physical equipment, special education or teachers' training of the public school system, shall be included.

3. State aid for teachers' retirement funds shall be included because the retirement system should tend to stabilize the teaching profession and consequently should contribute to the improvement of classroom instruction.

4. Certain school projects that receive state

TABLE III—FREQUENCY OF STATES GRANTING STATE AID FOR ONE OR MORE SPECIAL SCHOOL PROJECTS UNDER EACH MAJOR CATEGORY, CLASSIFIED AS TO FUNCTION, AND EXPRESSED IN PERCENTAGE

<i>Major Function</i>	<i>No. States Hav- ing Statutory Provisions for Aid</i>	<i>Percentage of States Represented</i>
I. Administrative efficiency and school organization	35	72.91
II. Extension and expansion of curricula and school offerings (excluding Smith-Hughes)	48	100.00
III. Improvement of instruction and classroom procedure	20	41.66
IV. Improvement and maintenance of the physical plant	24	50.00
V. Provisions for special education	14	29.16
VI. Teacher training and professional advancement	24	50.00
VII. Miscellaneous	33	68.75
	22	45.72

aid are in a stage of transition from the category of special aid to that of general aid. Such borderline cases, included in this study, are the high school, consolidation, tuition for nonresident pupils and transportation.

5. The following types of projects will be excluded from this investigation: salaries of administrative and supervisory officials of state departments of education; state supported uni-

TABLE IV—THE FREQUENCY WITH WHICH VARIOUS SPECIAL SCHOOL PROJECTS ARE MENTIONED IN STATE STATUTES

<i>Major Function</i>	<i>Number Special School Projects Granted State Aid</i>	<i>Range of Frequency Mentioned in Statutes</i>
I.	13	1-25
II.	8	1-48
III.	10	1-16
IV.	8	1-12
V.	11	3-17
VI.	7	1-19
VII.	10	1-17

versities, colleges, normal schools and technical schools; state supported institutions for the blind, deaf, mentally deficient and delinquents; state assistance for blind adults attending higher institutions of instruction for the rehabilitation of the blind in the home.

There is a diversity of special school activities for which financial assistance is granted by the various states by virtue of statutory stipulations. In obtaining data for this study the several school statutes of the forty-eight states were analyzed to ascertain the provisions that authorize the payment of state funds for special school projects. These projects were then grouped into seven major categories, classified according to function or purpose. A summary of these various school projects, classified with respect to their major divisions and the frequency of mention of each of the special projects in the statutes of the several states, is submitted in Table I.

The data in Table I are indicative of the general practice of state aid for special school projects in the several states of the country as evinced by the legal stipulations for the same. If we include all the subdivisions of the various purposes for which special state aid is granted, there were at the close of the legislative sessions of 1928 fifty-nine different school projects entitled to financial assistance from state funds according to statutory provisions.

The projects which have proved the most popular in the various states are listed in Table II, ranked according to highest frequency. Accord-

ing to these data, the several states are particularly concerned with the improvement of the teaching personnel. This seems evident because one-half of the school projects which are the most popular purport to stimulate professional training and improvement among the teachers.

In Table III information is presented that indicates quantitatively the extent to which the various states have participated in their endeavor to induce the local school districts to extend and improve the various phases of the current public school program. It is significant to note the number of states that grant aid for one or more school projects under each one of the major divisions.

Using the highest frequency of states as our criterion we find that only three of the major divisions, classified according to the purpose of the projects, are represented by more than one-half of the states; and if we exclude the project of vocational education as provided by the Smith-Hughes Act, which is influenced primarily by Federal stimulation, we have only two major divisions that show a significant predominance. These are the divisions that purport to improve the administrative efficiency and the organization of the public schools and to stimulate teacher training and professional advancement of teachers in service.

There also seems to be a decided trend among

TABLE V—SPECIAL SCHOOL PROJECT MENTIONED MOST FREQUENTLY UNDER EACH MAJOR FUNCTION

<i>Major Division</i>	<i>Project</i>
I.	High schools or secondary schools
II.	Vocational education under Smith-Hughes Act
III.	County, town and rural supervision
IV.	Erection of rural and consolidated school buildings
V.	Special classes for deaf children
VI.	Teachers' institutes and conferences
VII.	Teachers' retirement fund

the several states to induce the improvement of instruction and to provide special education for the physically and mentally handicapped children, since 50 per cent of the states provide statutory provisions to grant financial assistance from state funds for at least one special project under the major divisions No. III and No. V, respectively.

In general, the data seem to indicate that the several states have been more inclined to grant financial aid for those special school activities that tend to improve the administrative efficiency,

to extend the curriculum, to improve classroom instruction and the efficiency of the teacher, rather than to sponsor projects that would help to improve the physical plant and equipment of the schools and the physical well-being of the pupils and the teachers.

Another significant observation pertains to the range of the frequency with which the various school activities occur in the statutes of the several states, classified according to the seven major categories. These data are given in Table IV.

Only one type of special school project is granted state aid by virtue of statutory provisions by all the states of the country, according to Table IV. This is undoubtedly because Federal funds for vocational education have been offered to the various states, provided they accept the stipulations of the Smith-Hughes Act. Excluding from consideration the state aid granted under this act, we find that only one other special school project is sponsored by more than one-half of all the states—state aid for high schools.

It is also interesting to note which type of special school undertaking occurs most frequently under each one of the major divisions as is shown in Table I. The projects with the highest frequency are listed in Table V for each major category.

Various Projects Receive State Aid

The question as to how the several states rank with respect to the number of different projects granted monetary aid from state funds is answered by the data presented in Table VI. New Jersey leads with a total of twenty-seven different educational undertakings receiving special state aid.

The analysis of the statutory provisions pertaining to the legal status of state aid for special school projects in the forty-eight states of the Union have precipitated the following observations:

1. In accordance with the definition of special state aid as interpreted for this study, fifty-nine different special school projects, classified as to function, are granted financial assistance from state funds by virtue of statutory designation.

2. According to the data presented in Table II, the states are particularly concerned in improving the teaching personnel.

3. If we classify the various types of special school projects for which special state aid is granted into major categories according to function, the data disclose that the divisions which receive predominant emphasis are (a) administrative efficiency and school organization; (b) extension and expansion of the curricula; (c)

teacher training and professional advancement.

4. The general tendency of the statutory stipulations providing for special state aid seems to signify that the several states are more inclined to grant state aid for special school activities which tend to improve the efficiency of the school organization, to extend the curricular offerings and to improve the instructional efficiency

TABLE VI—NUMBER OF SPECIAL SCHOOL PROJECTS GRANTED STATE AID ACCORDING TO STATUTORY PROVISIONS, ARRANGED IN ORDER OF HIGHEST FREQUENCY

<i>State</i>	<i>Total No. Projects</i>	<i>Rank</i>
1. New Jersey	27	1.0
2. New York	20	2.0
3. Minnesota	19	3.0
4. Wisconsin	18	4.0
5. Connecticut	15	5.0
6. California	14	6.0
7. Maine	13	8.5
8. Massachusetts	13	8.5
9. Missouri	13	8.5
10. Rhode Island	13	8.5
11. Pennsylvania	12	11.0
12. North Carolina	11	12.5
13. Vermont	11	12.5
14. Alabama	10	14.5
15. Maryland	10	14.5
16. Delaware	9	18.0
17. Michigan	9	18.0
18. South Dakota	9	18.0
19. Virginia	9	18.0
20. Washington	9	18.0
21. Illinois	8	21.0
22. Arizona	7	22.5
23. Ohio	7	22.5
24. North Dakota	7	22.5
25. Tennessee	7	22.5
26. Arkansas	6	29.0
27. Iowa	6	29.0
28. Kansas	6	29.0
29. South Carolina	6	29.0
30. Texas	6	29.0
31. West Virginia	6	29.0
32. Wyoming	6	29.0
33. Georgia	5	34.0
34. Louisiana	5	34.0
35. Nevada	5	34.0
36. Colorado	4	38.5
37. Florida	4	38.5
38. Indiana	4	38.5
39. Mississippi	4	38.5
40. Montana	4	38.5
41. Nebraska	4	38.5
42. New Hampshire	3	42.0
43. Idaho	2	45.5
44. Kentucky	2	45.5
45. New Mexico	2	45.5
46. Oklahoma	2	45.5
47. Oregon	2	45.5
48. Utah	2	45.5

and classroom procedure, rather than to improve the equipment of the physical plant of the public schools and the physical well-being of the pupils and teachers.

5. Only one of the special school projects—vocational education under the provisions of the Smith-Hughes Act—is granted state financial assistance by all the states; and only one other special school activity—the maintenance of high schools—is granted support from state funds by more than 50 per cent of the total number of states.

6. The total number of different school projects that are entitled to state aid by reason of statutory designation in the various states ranges from two to twenty-seven.

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What a Good Working Library Means to the Modern School

A statement relating to school libraries, prepared for the *Library Occurrent* by Virgil E. Stinebaugh, chief of the inspection division, under the direction of Roy P. Wisehart, state superintendent of public instruction for Indiana, has this to say:

A good working library is essential in a modern school. In such a school the classroom becomes a workshop, a laboratory, or a library with a natural, happy and industrious tone. In such a school the teacher does not assign a certain number of pages in a single text and then become a cross-examining lawyer to see if the pupil has memorized the assigned lesson. Rather, the teacher becomes a guide and leader, directing the reading and thinking of the pupil.

The committee in charge of the preparation of the reading course of study for the elementary schools of Indiana has adopted the following objectives: that the teaching of reading shall extend and enrich the experiences of boys and girls; that the teaching of reading shall cultivate the child's interest in reading by acquainting him with worth while books suited to his experiences and his interests, and so lead to the habit of reading systematically for recreation as well as for intellectual stimulation; that the teaching of read-

ing shall develop the habits, attitudes and skills necessary for the various types of reading which life situations use.

In developing school libraries which make it possible for the above objectives to be realized, the committee recommends that at least one set of method readers and one set of content readers be provided for grades one and six, and books for recreational reading for every classroom.

In the high school libraries, supplementary reference materials are needed in history, social studies, health, science and other subjects. If the pupil is to become a mature thinker he must develop the habit of securing the viewpoint and ideas of many authorities.

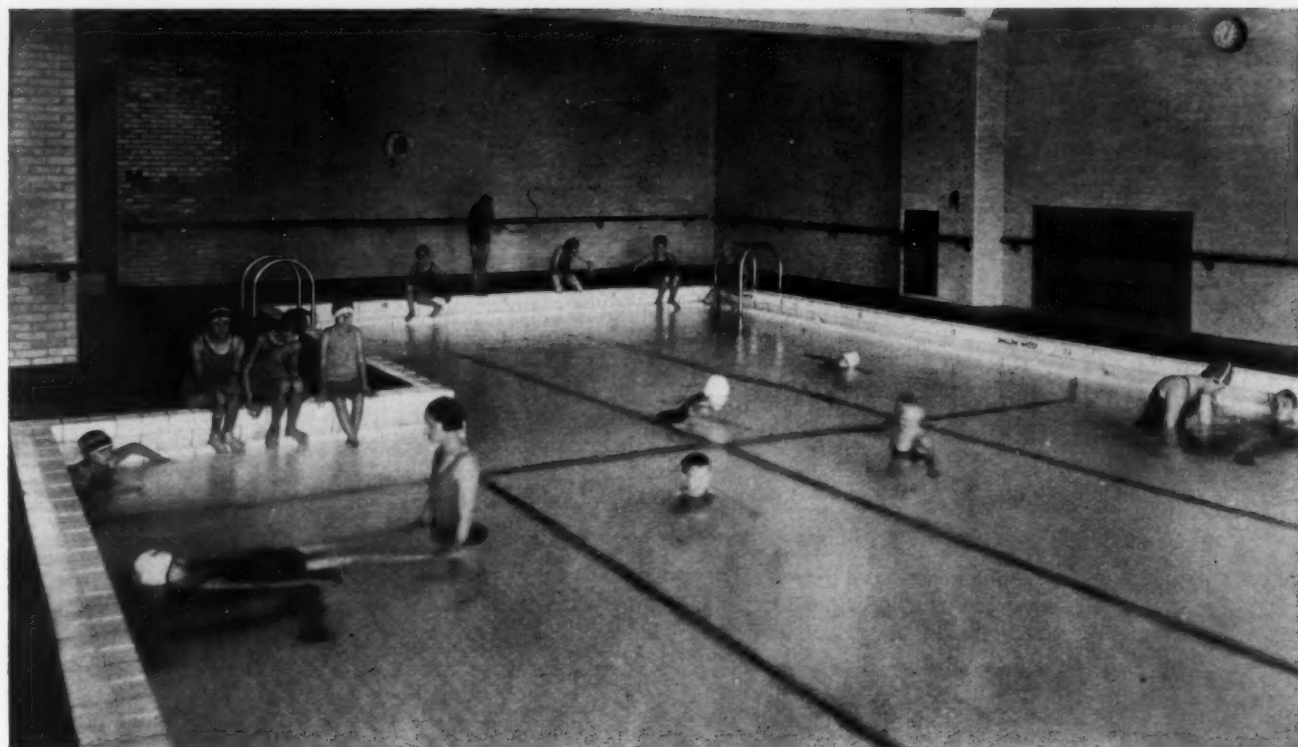
The more progressive schools are adapting the instruction to the needs and interests of the individual pupil. In some schools the instruction is completely individualized by a plan known as the contract system. Under this plan, the teacher outlines a number of specific units of work or jobs to be performed by the pupils, who then contract with the teacher to work out these units. As soon as the first contract is completed satisfactorily, the second contract is begun. Since much supplementary reading is required in working out the contracts, a good library is a prerequisite to the successful operation of the contract system.

The library, then, is essential in any school if the basic educational objectives are to be realized. The recreational reading material should develop a taste for good literature on the part of the pupil, widening and enriching the emotional life, and ensuring to him the profitable and enjoyable use of leisure.

Kentucky College to Sponsor High Achievement Test

Among the projects to be undertaken by the joint faculty conferences that are being sponsored by four Kentucky colleges, Centre, Georgetown, Kentucky Wesleyan and Transylvania, will be a high school educational achievement test, according to *School and Society*. The effort will be made to determine the high schools where the most effective teaching is done, to reward outstanding pupils and to encourage a gradual improvement in high school standards of scholarship. The first test for this will be given in the Spring of 1931.

The faculties of these four denominational colleges meet in joint session four times a year to discuss their joint problems. The denominations they represent are Presbyterian (Centre), Baptist (Georgetown), Methodist (Wesleyan) and Disciples of Christ (Transylvania).



Building Schools for Crippled Children*

Every construction detail in planning a school for the physically handicapped must be minutely studied and carefully worked out before it is incorporated as part of the structure

BY R. W. YARDLEY, ASSISTANT ARCHITECT, BOARD OF EDUCATION, CHICAGO

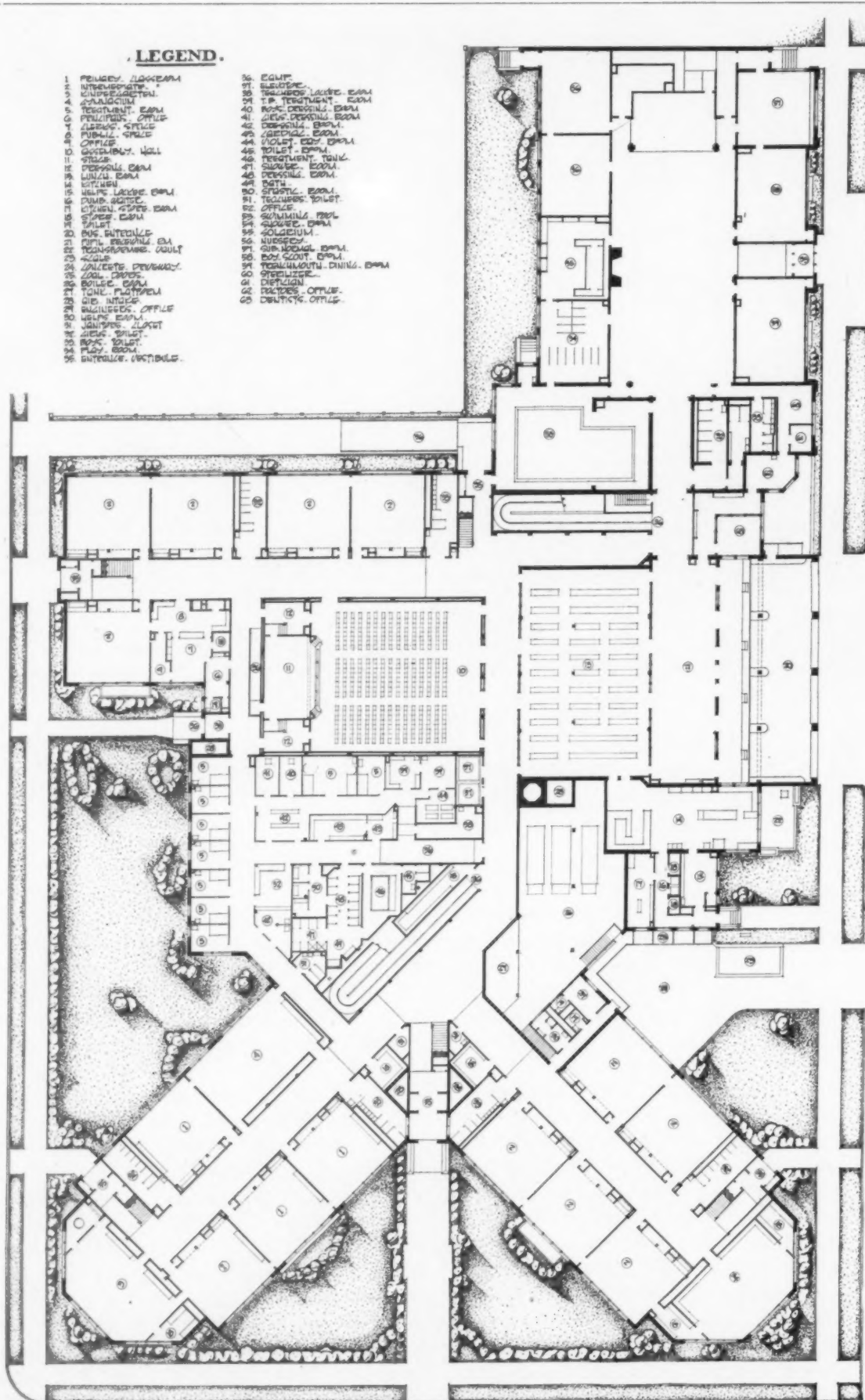
FOR a school for crippled children, there are certain fundamental requirements and divisions that apply in a general way to all schools of this type. These are: a treatment section; an academic section; a vocational section and an auxiliary section.

There is one element, however, regardless of what facilities are provided in a building, which needs more attention and more study than in any other class of buildings that the school specialist is required to design. This is the item of the traveling distance. While it is generally considered advisable that the traveling distance between rooms should be as small as possible in all school buildings where pupils do not remain constantly in one room, this question becomes of first importance in a crippled children's school regardless of whether the building has one story, two stories or more, and regardless of whether the pupils are taken care of by attendants or are

expected to move about by themselves. This not only means that a building for any given number of pupils must be of the maximum compactness, but it also practically demands that certain rooms in the building must be grouped in the center of the building, with all educational rooms leading to them.

These especial rooms, which, because of the practical needs of the school, require concentration in the center of the group, are the bus shed and receiving room, into which the pupils come upon their arrival at the building, the lunch room, the assembly hall, the treatment section and the shops. In a building of more than one story, the treatment section, the assembly hall, the bus shed, the receiving room and the lunch room can be grouped on the main floor level at the center of the building, and the shops can be placed at the center of the building on another floor. In small buildings designed for 500 pupils or less, all on one floor, the centralizing of these features becomes a more difficult problem and

*This article was prepared by Mr. Yardley at the request of President Hoover's White House Conference on Child Health and Protection.

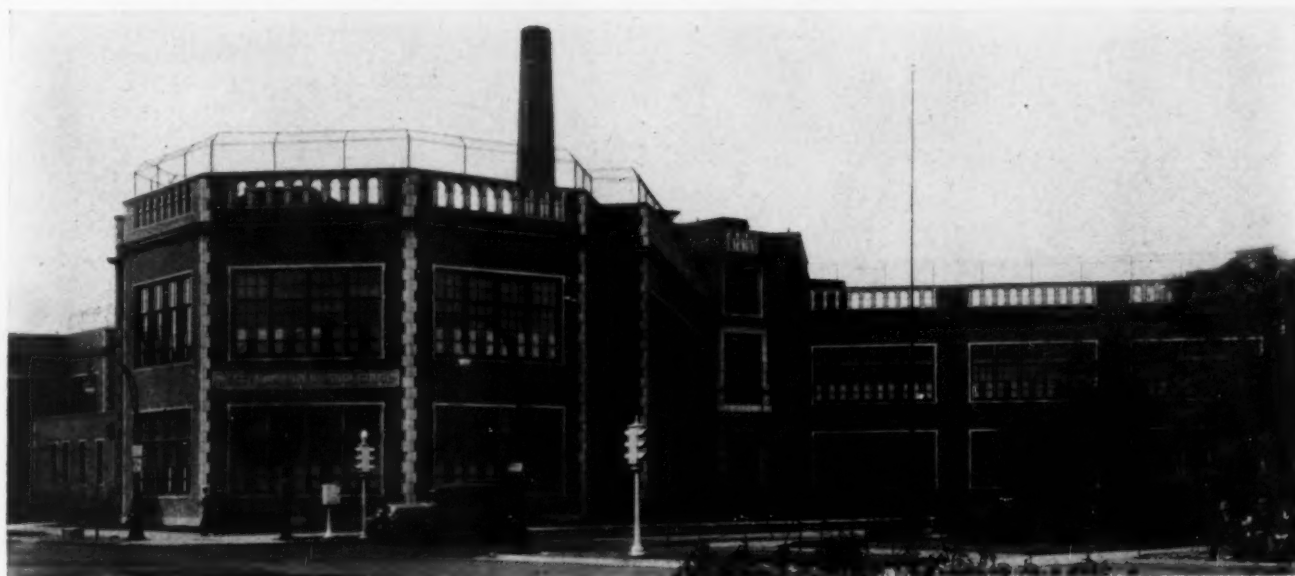


First floor plan of the Jesse Spalding School for Crippled Children, Chicago.

it becomes necessary to center them on each side of the building if the building is built around an interior court, as is usually the case in one-story buildings.

The feeders, wings or sections of the building containing academic rooms which tie into such central general sections should ordinarily be grouped, whether on one floor or more, to permit the placing of the proper grades into rooms closest to the general facilities they ordinarily use. This means that the school must be "programmed" in advance. In assigning certain sections for certain grades, thought must be given

The treatment section is considered first because it is the principal point at which a school for crippled children varies from a school for children who are physically normal, and it cannot be compared with any element or feature in any school for children who are normal because there is no feature in connection with a treatment section that is duplicated in any other type of school. Even the gymnasium, which is a part of the treatment section, is different from that in a standard school; for while in the past it has always been customary to provide gymnasiums in connection with the treatment section, present



The Spalding School, Chicago, an exterior view of which is shown here, is considered to be of the latest design in schools for crippled children.

to the future growth of the school and the building planned so that additions may be made without changing the existing building.

In a crippled children's school for a metropolitan area, it is usual to provide for the education of crippled children from kindergarten through high school, since all crippled children, including those in high school grades, progress more rapidly educationally in a school especially designed for them than they do in a high school that is used by children who are normal physically. This is not due to any lack of social adjustment or to any difficulty in connection with their relations with the teachers or pupils in the high school for normal children; rather it is due to the lack of the special facilities that provide the necessary corrective physical treatments for crippled children.

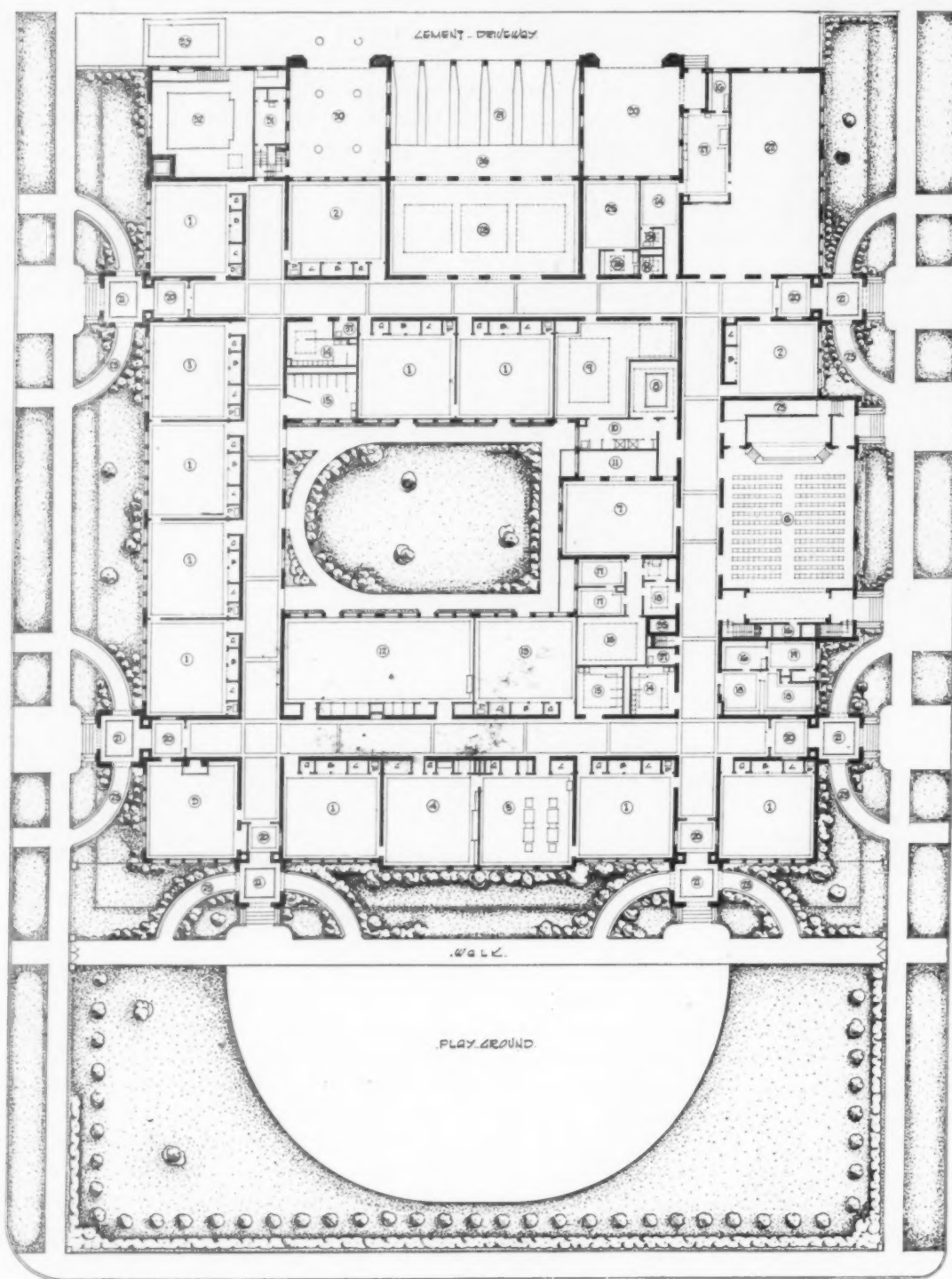
The features, then, that should be included in a large city school might vary either in a greater or lesser degree, depending upon the special requirements of the particular school and community, but they should be essentially as follows:

day experience is that these gymnasiums usually develop into play rooms rather than actual gymnasiums. In most cases where treatment section gymnasiums have been equipped with apparatus, the apparatus has either been removed and the room used for group games and such general activities as are usually carried on in gymnasiums in schools for those physically normal, or else the rooms have been used for some other purpose than exercise.

Children's Conditions Are Varied

In connection with the treatment section is also the question as to the peculiar conditions of the particular problem, since some schools do not take cardiac cases, while other schools devote a large attention to cardiacs and utilize the services of these pupils, who apparently have no physical defects insofar as their appearance is concerned, in assisting those who are deformed or lame.

A school which gives the maximum of relief for handicapped children will take care of those

**LEGEND.**

- 1 CLOSET
- 2 SPECIAL CLASS RM.
- 3 LIBRARY
- 4 READING RM.
- 5 OFFICE & READING
- 6 OFFICE
- 7 CLASSROOM
- 8 TALK. ROOM
- 9 SLEEPING ROOM
- 10 DRESSING ROOM
- 11 TREATMENT ROOM
- 12 BOYS' CHOP
- 13 COMMERCIAL & ART RM.
- 14 BOYS' TOILET
- 15 AIRS. TOILET
- 16 STOR. RM.
- 17 SPECIAL EXERCISE RM.
- 18 OFFICE
- 19 PENICILLIN OFFICE
- 20 VESTIBULE

**THE DR. WALTER S. CHRISTOPHER.
SCHOOL FOR CRIPPLED CHILDREN.
OF THE
BOARD OF EDUCATION... CITY OF CHICAGO.**

SCALE. 1" = 10' FEET.

**LEGEND.**

- 21 ENTRANCE REAR
- 22 LUNCH ROOM
- 23 KITCHEN
- 24 WOMEN ATTENDANT RM.
- 25 TEACHERS' LUNCH RM.
- 26 KITCHENETTE
- 27 KITCHEN
- 28 PUPILS' READING RM.
- 29 BOYS' ENTRANCE
- 30 COURT
- 31 MEN ATTENDANT RM.
- 32 BATHS ROOM
- 33 CLOSET
- 34 TOILET
- 35 GIRL'S LOCKER
- 36 PLATINUM
- 37 LIGHTS & LOG
- 38 TEACHERS' CLOSET
- 39 RECEPTION
- 40 RECEPTION
- 41 RECEPTION
- 42 RECEPTION



The vocational or shop section of a crippled children's school must be planned and equipped with the utmost care.

who are handicapped because of poliomyelitis, which usually provides about 50 per cent of the cases, spastic paralysis, bone tuberculosis and cardiac disease. A small percentage of the children have other ailments.

The treatment given in the school is not intended to eliminate or supersede the work of the specialist or the orthopedic surgeon. In some cities the children are under the supervision and treatment either privately or clinically of specialists and orthopedic surgeons who make regular examinations, and the work done in the school is auxiliary work, which provides facilities for the carrying out of such recommendations, and also trains the pupils to carry on the work to their best advantage during the hours when they are not in school.

How Treatment Sections Are Arranged

The treatment section requires a series of treatment rooms of proper size in each of which one physiotherapy teacher may take care of one or possibly two pupils at a time. These rooms may be marble stalls or isolated rooms. Each of these rooms should be provided with a massage table of proper size for the particular room. The table should be preferably of the tilting end type. The rooms should contain a wash basin, a set of stall bars, a full length mirror and a small desk and chair for the attendant, who must keep exact and minutely detailed data on each case. Each of

these treatment rooms should also be provided with the necessary electrical outlets for the use of "bakes," quartz lamps and other similar therapeutic equipment. In a large school it is advisable to have a special room for ultraviolet ray treatment. This room should be of the size and type to accommodate one of the modern ultraviolet ray machines, which carries the pupils through on a continuous belt, or for automatically controlled machines of the fixed type.

Tank Work Is Featured

Various general rooms are needed in connection with the treatment section. These include bathrooms containing both shower and tub baths, dressing rooms arranged for the maximum of use in getting the pupils to the different sections of the treatment center, locker and wash rooms for the physiotherapists, and a waiting room in connection with the treatment center office which is used jointly by pupils and visiting parents. Here parents may observe the proper method of treatment and the proper exercises to be used, so that they may supplement the work the school is doing by continuing the treatments during the time the pupils are not in school.

The most important feature in connection with the treatment section is the tank. This may vary from a small 4 by 6-foot tank arranged for the use of one pupil, to the combination treatment tank and swimming pool. The maximum of per-

fection in this type of equipment is reached in the latter, which consists of a treatment tank the size of a small swimming pool in one room, in which the attendants give treatments on tables under water. The tank is connected by an opening to a standard swimming pool in a separate adjoining room. Here pupils who have advanced in their development find recreation and carry out the prescribed exercises on their own initiative.

The present day theory is that physical rehabilitation takes precedence over mental education until such time as the physical handicap becomes of minor importance to the pupil. In other words, the child must be made as comfortable and as nearly well as possible before his education is attempted, otherwise the education will be of no value to him. While there has been argument in the past as to whether teaching the means of physical rehabilitation was a function of the public schools, the old theory that the physical correction of handicapped children belonged outside the school's province has practically been abandoned.

The second general division of the crippled children's school, the academic section, does not vary greatly from the academic section of a school for normal children, except that there is a difference in the size of rooms because of the special type of loose seating that must be used, and in connection with the matter of wardrobes.

Providing Correct Desks

Crippled children should not be seated at ordinary schoolroom desks. Cardiac cases are an exception. As a means of economy, it is probably best to take care of those who need these special provisions, and to let the cardiac cases use the same equipment, since, otherwise, all cardiacs would have to be entirely separated from the rest of the school. The special seating for this type of school permits various attachments to be placed on the seats to hold a limb in proper position. The seats may also be placed at the proper height for the individual pupil and provided with other features that make them an aid to the improvement or recovery of the pupil from his physical handicap. This means that the rooms must be designed somewhat differently from a standard classroom, depending upon how it is intended to seat the pupils. If the room is wide, it needs to be made higher than an ordinary classroom if it is to receive natural lighting in accordance with present day standards.

In connection with the matter of wardrobes, it should be noted that the corridor locker scheme, which is universally used for wardrobes in

schools for children who are physically normal, is not satisfactory for schools for crippled children regardless of the age of the pupils. The most satisfactory wardrobe for this type of school is the "wardrobe in room," which permits the teacher to assist the individual pupils in removing and putting on their outer clothing and in taking care of their books.

Many Lavatories and Toilets Needed

Another feature of classrooms which is peculiar to crippled children's schools is a lavatory in each individual classroom or, if there are a large number of pupils in the room, a wash sink at which several pupils may wash their hands. These plumbing fixtures should be equipped with bubbling drinking fountains so that it will not be necessary for pupils to leave the room to get a drink. In some of the earlier schools built, it was customary to provide a complete toilet room in connection with each classroom, but this has been found to be unnecessary. General toilet rooms throughout the building for boys and girls meet all requirements as long as each individual classroom is provided with either a lavatory or a wash sink having a bubbling fountain.

The third major division of the function of the crippled children's school, that of vocational education, is second only to the item of physical rehabilitation. Jane A. Neil, head of this work in the schools of Chicago, frequently quotes: "The aim of these schools is to make tax producers out of potential tax consumers." If this intent is to be a success, the vocational, or shop, section of a crippled children's school must be studied and equipped with the utmost care. The branches of industry open to those who are physically handicapped must be ascertained by a careful study of the avenues of industry that ordinarily are open to them, and consideration must be given to the particular community in which they live, since it is possible that several of the pupils will remain in their home surroundings upon the completion of their school course. Different lines of activity are being opened daily to those who are physically handicapped, and we now find that in addition to woodwork, machine shop work, weaving, art work, office work and similar activities, which have always been considered as being open to the physically handicapped, there are also such other branches as cobbling for boys, photography for boys and girls and many specialties in connection with printing.

Shops equipped for actual training, which will enable the pupils to enter apprentice courses in these lines, rather than shops for more general



Since all crippled children's schools require a lunch room, the well equipped kitchen is an important feature.

training such as would be provided in a school for those physically normal, should be provided in a crippled children's school, based on the needs of the pupils and the economic conditions of the community.

The auxiliary rooms to be provided in a school for crippled children also vary somewhat from those in a school for the physically normal, with the possible exception of the heating plant. All crippled children's schools require a lunch room. It is customary in some schools to give the pupils a light lunch immediately upon their arrival at the school, in addition to the usual noonday meal. The noonday meal often is worked out by dietitians to suit, to a certain extent, individual cases and must be arranged to permit the proper grouping of pupils not only with regard to size, age and physical defects, but also with regard to the dietetic treatments they are receiving in conjunction with their physiotherapy treatments.

In connection with the lunch room, there must necessarily be the rooms required by the lunch

room attendants. These should be separate from those used by teachers or other attendants. It is desirable to have a separate teachers' lunch room, and in a large school it is desirable to have this with a separate kitchen, which eliminates confusion in connection with the preparation of food.

Cardiac Cases Require Special Care

In schools that take care of cardiacs, it is sometimes customary to provide serving tables and to use the cafeteria system. The cardiac pupils may assist the wheel chair cases and others who are not able to get to the counter to get their food, although pupils so helpless are usually taken care of by lunch room attendants.

Toilet rooms in crippled children's schools have to be given special consideration, and special facilities must be provided for children who have to be assisted by attendants, for children who are wheel chair cases and for those who are partially able to take care of themselves.

Other auxiliary rooms, such as the library, the general office for the building and similar rooms, will not vary greatly from those provided in the usual school.

The provisions made for recreation in the crippled children's schools are somewhat different from those required in schools for the physically normal. Handicapped children like to play baseball, basket ball and other games that are played by children physically normal, but they play them in their own way. Ample playground space should be provided surrounding the school, but that which is to be ordinarily used should be arranged so that it is screened by the building or by shrubbery, since crippled children are sensitive about being watched while at play. In congested cities, where land values make it impossible to buy ground adjacent to the building, this has been taken care of by providing roof playgrounds. An item which is sometimes provided, and which is a recreational feature, although it is ordinarily considered a part of the treatment section, is a solarium in some part of the building which can be used both for recreation in inclement weather and for natural air and sun treatments as well.

Corridors in crippled children's schools should ordinarily be wider than those used in ordinary schools, since corridors are used for play spaces in inclement weather.

Rest rooms and other rooms must be provided

in connection with each of these various general subdivisions.

The Spalding School for Crippled Children, Chicago, pictures of which accompany this article, is usually considered to be of the latest design in schools for crippled children, but there are certain items in connection with it that should be mentioned and considered in any study of the plan. This building is in the heart of a densely congested section, and while it has the advantage of facing a park, it has the disadvantage of being in a busy district surrounded by buildings of utilitarian design and surrounded by streets that limit the amount of space that could be purchased for the building. Added to this was the necessity of utilizing an old fireproof structure which had cost too much money to be torn down, but which should have been torn down in order to make a really satisfactory building. The problem as worked out surmounted all of these difficulties as well as could be expected, and in all its essentials it represents the most modern practice and the latest developments in all of its equipment. Due to its location, the design used was a simple one. Since north rooms are objectionable in a crippled children's school, the classroom wings were placed diagonally to the cardinal points of the compass in order to eliminate as many north rooms as possible.

The Christopher School for Crippled Children, Chicago, is a small school in an outlying district



This sunny kindergarten room was planned with the idea of providing as cheerful surroundings as possible for the handicapped children.



Instruction in drawing and painting opens up a new line of activity for physically handicapped children.

with a capacity of approximately 300 pupils and with a treatment section sufficient only to take care of the major needs of the pupils, since the Spalding School with its equipment provides a large and thoroughly equipped building in its treatment section which can be used by the pupils of outlying schools when any especial treatment is required. The Christopher School is of the one-story type, and, for a school that does not include kindergarten or high school, provides a satisfactory school. Its capacity is about the maximum that can be obtained for a one-story school, since traveling distances become too great in a one-story school that covers a greater area.

How a Chicago School Is Arranged

The Robert Louis Stevenson School for Crippled Children, Chicago, accommodates about 500 pupils, and is arranged for a future wing which will increase its capacity. It is considered to represent the ideal in arrangement of school planning for crippled children. Traffic is taken care of by means of elevators, ramps and stairways. All of the common departments are centralized and are so divided on the two floors that they are accessible with a minimum of travel to

all pupils who use them. The building is set diagonally to the cardinal points of the compass on the site, which assures every room of sunshine at some time during the day.

In both the Christopher and the Stevenson Schools an effort has been made to make the exterior design, as well as the interior, especially pleasing in architecture and beauty. This is because both schools are in residential sections of the city, and because of the need to harmonize these buildings with their surroundings. A designer can use a little more sentiment in planning a building for crippled children than he would use in planning an ordinary school building, since a school seems to mean more to crippled children than to children who are physically normal.

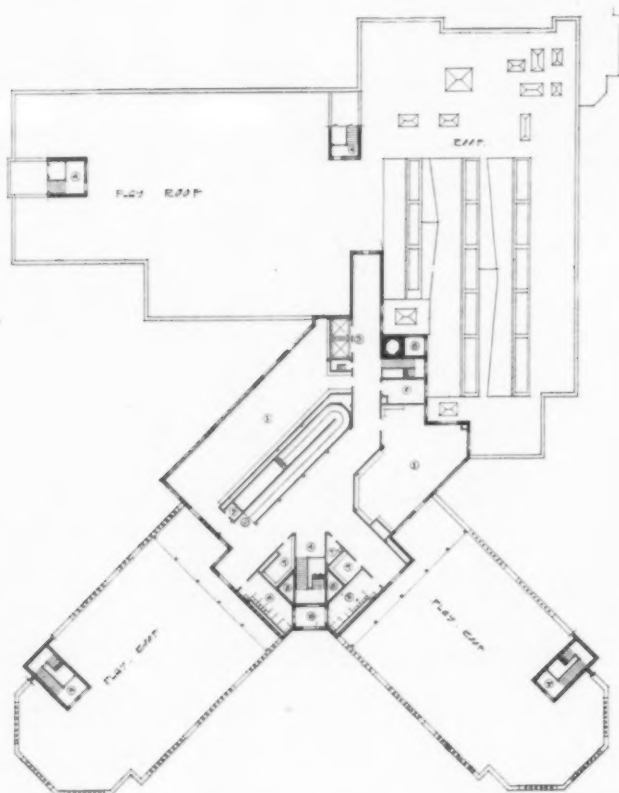
In the case of the Christopher School it was found that the children made much of the Mother Goose weather vanes, the roosters, squirrels and other decorative designs that were worked into the wrought iron work in connection with the entrances, and with the mural decorations of flowers that adorn the lunettes in the assembly hall. Such decoration, however, must be of a light and cheerful character, and any panels, murals or other adornments of a pictorial nature

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should avoid historical subjects of a serious nature. Memorial tablets should never be permitted in a crippled children's school.

Many features that are common to medical inspection in all schools should be included in a school for crippled children to at least as great an extent as in a school for normal pupils. This reference is to dental clinics, eye saving clinics



Ample play space on the roof has been provided in the Spalding School.

and physical correction work of a minor nature, such as correction for round shoulders and the like.

Every single construction detail in the planning of a school for physically handicapped pupils should be minutely studied and carefully worked out before it is incorporated as a part of the structure. Since the variations of requirements in connection with the planning and designing of crippled children's schools are nearly as great as those covered by the entire field of schools built for children who are physically normal, it is recommended that no community proceed with the erection of a building, or facilities in a building for the use and education of crippled children without first obtaining the services of a recognized expert in this class of work.

As an example of the economy that may be achieved by such procedure, attention is called to the case of one of our large cities which some ten years ago invested over \$200,000 in an addi-

tion to an existing school building which is now obsolete. Such a condition has retarded the most successful development of work along this line since the amount of money invested in the addition makes it inadvisable to abandon it; neither can it be remodeled to meet present day standards or torn down to make room for a modern building. Had competent advice been sought at the time this addition was erected, this condition would not now exist.

This article has covered only the requirements and the provisions made for meeting them for schools in a large and metropolitan city. These cover almost all of the requirements of similar projects in other localities.

How to Supervise*

Careful study of organization and its effectiveness with respect to the increase of instructional efficiency has in recent years been directed to an analysis of the supervisory activity in public education.

Numerous publications of various types have been published within the past five years in this field. These have been concerned chiefly with organization, the instructional aspects and an analysis of the activity itself. The most recent contribution to this field is "How to Supervise," by Dr. George C. Kyte, professor of elementary education and supervision, school of education, University of Michigan, edited by Dean E. P. Cubberley.

The book is divided into four sections. The first of these deals with the history and philosophy of supervision; the second with its organization; the third with various supervisory techniques, and the fourth with the supervision of the new, the weak and the superior teacher.

The nature of the supervisory activity has been carefully considered and presented both in its administrative and its creative phases. The real importance and significance of the elementary principalship as the vital field administrative office are fully recognized and adequate emphasis given. If the volume did nothing more than this single job, it would be a distinct contribution to educational literature. Doctor Kyte proceeds much further, however, and presents a carefully organized procedure for supervisory activities under the direction of other officers than principals and sets forth a series of definite principles governing the practical organization and operation of supervisory activities. The book is practical and timely. It should be of real value to superintendents, supervisors and elementary principals.

*Houghton, Mifflin Company, Boston.

How to Eliminate Fire Hazards

The progressive school to-day is awake to the need of protecting children against the loss of life by fire and will welcome the suggestions here offered for meeting this major responsibility

By J. R. BARTON, SUPERINTENDENT OF SCHOOLS, OKLAHOMA CITY, OKLA.

THE responsibility of those of us who are engaged in educational work is tremendous. We are expected not only to impart to the children of the nation those facts that are deemed necessary for material success, but also so to shape their ideals that they will be prepared in course of time to assume places of useful citizenship. The former is relatively easy; the latter extremely difficult especially in this day of rapidly changing ideals and modes of action.

But these are not the only problems that confront us. The physical as well as the mental and moral well-being of our pupils is our responsibility. Their protection from traffic accidents and from communicable diseases has been given some consideration, although usually it has been insufficient. Their safety from the most horrible of all deaths, death by fire, has been passed over casually in most cases. The reason for this is obscure. Surely such catastrophes as those that occurred at Peabody, Mass., Collinwood, Ohio, Camden, S. C., and Babb's Switch, Okla., should be enough to awaken us to this danger.

We Must Make Our Schools Safe

The protection of the occupants of our school buildings is one of our problems. It is no less real because criticism of our failure to appreciate it is unlikely to bring down upon us the condemnation of our citizens, unless a disaster should occur. We must, ourselves, solve this problem. The average citizen does not and cannot appreciate it, as is illustrated by the fact that fire in this country takes a per capita toll of \$5 each year, many times that of European countries. If our school buildings are to be safe, we must make them so. If additional funds are needed to reach this end, we must convince our board members and the public generally of this fact. Until our utmost effort has been made we cannot shift our responsibility.

It is with pride that we claim for Oklahoma City the credit for doing pioneer work in this field, which we believe will become more appreciated as time goes on. The fire safety of our school buildings, even before any work was done,

would compare favorably with school buildings elsewhere. We have no extremely old buildings in this relatively young state and our schools are of moderate height and area. The newer buildings are conveniently arranged and are of fire-proof construction. While temporary frame classrooms have been erected in the past to provide space for the extremely rapid increase in our school population, these have invariably been one story in height.

These facts are given in order so that a conception of our situation may be gained. On the surface there was little to cause concern for the safety of our pupils. We felt, however, that we could not afford to be guided by our own untrained observation and we therefore asked for the assistance of an industry whose business brings its members into daily contact with life and fire hazards and the method of reducing them. It was found that the stock fire insurance companies, represented in our state by the Oklahoma Inspection Bureau, were prepared to render the service we desired, free of charge. The manager of the bureau, C. T. Ingalls, entered whole-heartedly into our plans. Trained men under his direction were assigned to the task of making a complete survey. They visited each school during the time pupils were in the building. Their visits were unexpected by the school principals or custodians so that actual conditions of operation were observed.

Report on School Fire Hazards Prepared

After the survey was completed and the data were analyzed, a complete report on the conditions relating to the life and fire hazard of the Oklahoma City public schools was prepared. This report comprises nearly one hundred pages, excluding the diagrams of each of the fifty-three schools. In it each building is discussed in detail under the headings of construction, occupancy, egress, hazards and protection, following which are given recommendations for the correction of each of the features criticized.

While surveys are frequently made of educational institutions to determine the character

of instruction being carried on, we believe this report to be unique in its subject matter. It is interesting from several angles. It showed that we were correct in asking an outside organization to prepare it. Any employee of the school system would have been handicapped from lack of training in observing hazardous conditions. Such training constitutes a distinct profession in itself. Furthermore, long association with individual conditions dulls our appreciation of their danger.

Unsatisfactory Conditions Revealed

The number of conditions criticized was startling and covered a multitude of different things.

Exit facilities were particularly carefully scrutinized. In some cases it was found that hand rails were not provided on each side of stairways, making more probable the injury of children during panic. Outside exit doors in some cases were not fitted with panic bars. In a few instances such doors opened inward. Most stairways were of open construction and might easily become blocked by fire or smoke. A few fire doors were found to be in poor operating condition. Gas hot plates were unsafely installed in one or two cases and open flame stoves, which are used in some temporary buildings, were not sufficiently guarded to remove the danger of clothing fires. Fire extinguishers were inadequate in number and in some cases were of a type not well adapted for the class of fires likely to be encountered. Some electrical wiring was in poor condition.

These and other conditions might give to some the idea that our school system was alive with fire and life hazards. I repeat, and I believe without boasting, that the hazards here are less than in the vast majority of schools elsewhere. The difference is that ours have been pointed out to us. Similar survey of other systems will undoubtedly disclose unsatisfactory conditions unrealized, as many of ours were.

The recommendations of the Oklahoma Inspection Bureau will be carried out. Naturally, all of them cannot be arranged for immediately. The principal difficulty arises from the lack of funds. This has been overcome in part by a recently voted bond issue for \$2,150,000. This provides from \$1,050 to \$2,100 for carrying out recommendations for the nine older buildings. New buildings and additions to existing buildings will permit the abandonment of frame units entirely and will also allow for the opening of additional exits. Current funds available will be used to increase the number of fire extinguishers and for the installation of such equipment as hand rails and panic bars. Many conditions are being cor-

rected by the individual custodians and the maintenance department.

There are also difficulties in convincing board members and associates of the advisability of increasing safety rather than making more obvious improvements, such as redecorating buildings, which unquestionably need attention. This resolves itself into a question of relative values which permits of but one logical solution.

Further generous services of the Oklahoma Inspection Bureau have included a study of our fire exit drill regulations and the preparing for us of a model set of regulations designed to promote safer and more rapid evacuation of our buildings in case of an emergency. The problem of safety here and elsewhere depends more on preventing panic than on any other feature.

Mr. Ingalls has also offered the services of his staff in checking over with our architects the plans for new buildings and additions. By taking advantage of this generous offer we are able to secure the greatest degree of safety in construction and arrangement.

Such useful services which are freely offered by stock fire insurance organizations can undoubtedly be utilized by school officials to great advantage in the discharge of this part of their responsibility. We must do everything possible to protect as well as to instruct those entrusted to our care. We must not only guard against probable disasters but also against possible emergencies when we are dealing with such a priceless thing as the life of a child and, to use a quotation from the report on our schools, "An emergency is only the lack of intelligent preparation."

City Pupils Ahead of Rural Pupils in North Carolina

City children are much nearer the proper grades in school on the basis of their ages than are rural pupils in North Carolina, according to the official publication of the office of the state superintendent of public instruction.

Approximately 65 of every 100 children in the city schools are normal age for their grades, while in rural schools only 52 out of each 100 are in their proper grades, it is stated. This difference follows in all grades. In the elementary grades the average in favor of city children is 14 per cent, while in high school grades the difference is nearly 12 per cent. The least difference is found in the first grade, where the city proper age pupils exceed the rural pupils by 10.1 per cent.

Pictures That Will Enhance the Value of Your Publications

Nowhere is the truth of the statement, "One picture is worth ten thousand words," more clearly demonstrated than in school pictures, about which helpful suggestions are given here

BY PHILIP LOVEJOY, ASSISTANT SECRETARY, ROTARY INTERNATIONAL, FORMERLY ASSISTANT SUPERINTENDENT OF SCHOOLS, HAMTRAMCK, MICH.

THE following letter was recently received from Bernice D. Gestie, associate editor of the *Journal of the Minnesota Education Association*, concerning the bulletin issued by the Hamtramck Public School, Hamtramck, Mich.:

"We have been particularly interested in the illustrations you use in the *Hamtramck Public School Bulletin*. How do you get such splendid action pictures? There must be a genius for posing on your staff."

Miss Gestie's letter is one of several that have been received by the editor of the *Hamtramck Public School Bulletin* in the three years of its existence. A short time ago a detailed letter was received from Lynn, Mass., asking the same general question and then querying the make of the camera, the kind of plates used, the focus, who did the work and the type of lens used.

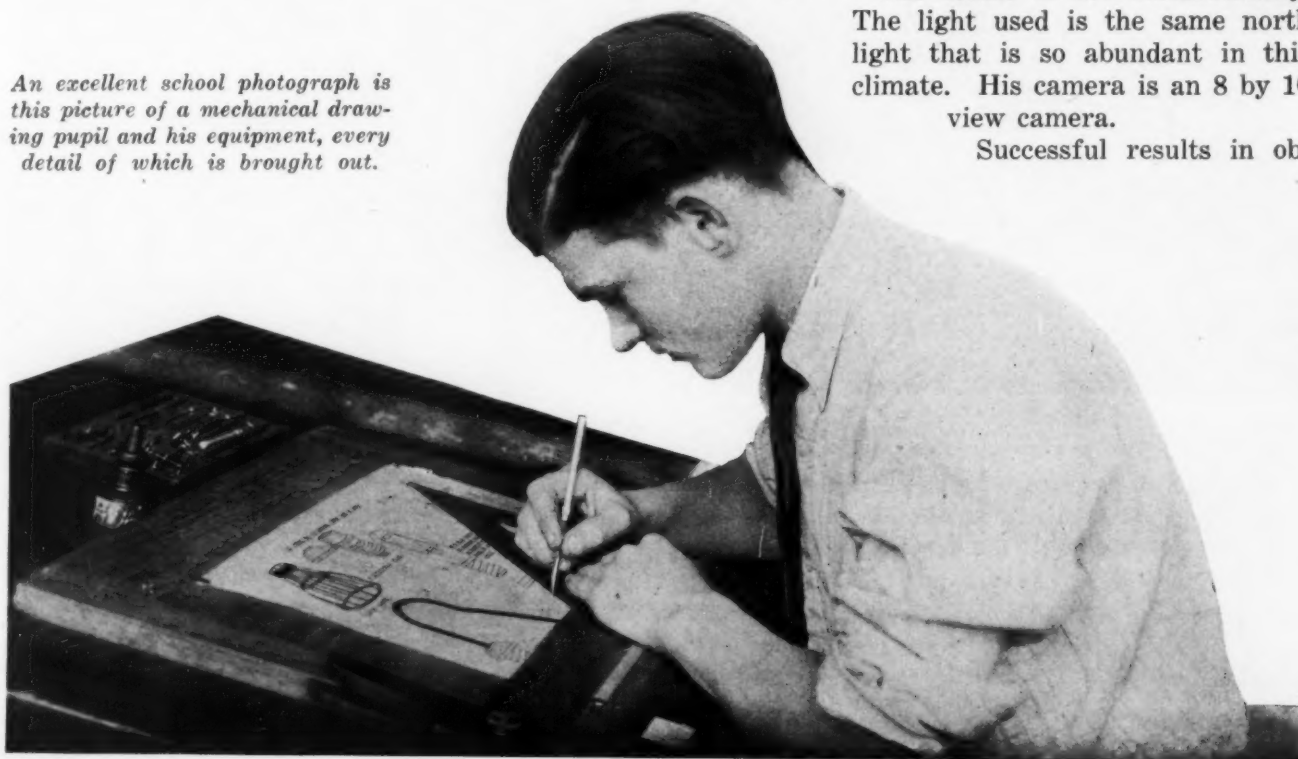
It was a pleasure to write to the questioners that the photographer used by Hamtramck for its

school pictures since the first publication of the new bulletin is a Polish genius, a commercial photographer, who maintains a studio near the schools. Reference was given so that direct correspondence might be carried on. His name is W. E. Litynski. His specialty is wedding groups—and one who knows the Polish people understands that they treasure the photographic mementos of the wedding ceremony. Some of the most remarkable photographs I have ever seen repose gracefully in his studio windows. A visiting professor from a near-by university always wants to walk past this window after luncheon each day so that he may admire the artistry he knows will be present in the window. Mr. Litynski is an artist. I do not think he would admit that he has any greater genius than other men who have made portrait photography their life work, but his heart and soul are in his work and the results breathe with a spirit of personality.

His studio is not extraordinary. The light used is the same north light that is so abundant in this climate. His camera is an 8 by 10 view camera.

Successful results in ob-

An excellent school photograph is this picture of a mechanical drawing pupil and his equipment, every detail of which is brought out.



taining the Hamtramck pictures are dependent upon the photographer himself, the directions given to him, the supervision by a member of the staff, and the cooperation of every member of the staff of the bulletin as well as of the teachers who are in charge of the group that is being pictured.

a picture must never show an empty school room or an empty corridor. The taxpayer would abhor seeing that his money had been spent merely on brick and mortar and material things. Did not schools exist for the supreme purpose of instructing children and if the pictures merely showed



This interesting picture of kindergarten activities has a distinct public appeal.

Three years ago when the bulletin came into existence it was decided to accept the famous statement of the ancient Chinese that "one picture is worth ten thousand words." This was to be especially true in a city of forty-one nationalities, many of whom, at that time, could not speak English. If the schools were to be pictured adequately to these people, photographs would have to be used. The second thing decided was that

buildings, might not the inference be that buildings and equipment were ends in themselves? The third thing decided by the staff was that never would pictures be taken of large groups posing in the studio in regular rows and columns. For again was not school to be a place of activity? Educational activities could not be shown by groups sitting row on row.

The next thing was that at present many pic-



A vivid cave man scene portrayed by the pupils in a school pageant was made possible because every agent in the play cooperated to the fullest extent.

tures endeavor to present an entire room and that the size of the resulting halftone is so small as greatly to jeopardize the details that must be carried over to the citizens. It was decided, therefore, that only in the most unusual cases—where certain physical conditions were to be portrayed—would a picture be taken of an entire room.

On the positive side it was decided that details would be shown of children at work or in action. It would then be suggested that dozens of other children were doing like things. If sufficient number of pictures were taken, this latter idea would not be difficult to prove.

Again it was stated that never must a child look at the camera. He must always attend to his work. These were the general directions. The staff member was to be present each time that a picture was to be taken. He was to see that the regulations were enforced and as a representative of the headquarters group was able to act as mediator between the photographer and the teacher if difficulty should arise. On the whole, the teachers were cooperative. Once in a great while some of them had ideas about the picture that were not in accord with the regulations, and at those times arbitration was necessary. Naturally the photographer should not be burdened with such decisions. Many times the entire idea of the picture would be worked out by the staff member

and the photographer. It was then necessary to see that the children got into the life of the activity. Sometimes this was difficult. But with the help of the classroom teacher who knew the various sensibilities of her pupils, this difficulty was usually easy to overcome.

Recently several schools presented pageants. The scenes in these were remarkable. It was decided that we should have a photographic history of each one and that the entire score should be published so that other schools might utilize them. The photographer and the staff member went to the buildings. They obtained the pictures without difficulty. A point that should be mentioned is that infinite patience is sometimes necessary on the part of the photographer to get exactly the right pose. Frequently with small children a naturalness will be assumed unconsciously. It is these poses that are the best.

The pictures taken for a pageant entitled "Fabrics and Fashions" were some of the most artistic that have appeared in Hamtramck. I refer especially to the cave man scene here reproduced. The two poses at the extreme left are classics in themselves were they to be removed and hand colored. These pictures were made possible by the fact that every agent in the play cooperated to the fullest extent.

A word should be inserted about backgrounds.

In not every case is it possible to get the best picture in the foreground and have a correct background. It then becomes necessary to use a neutral gray cloth or to blank out the back before the photo-engraving is made. We have paid attention to the foreground and then used cropping and washouts to bring out the part of the picture that was desired.

Many times pictures have been taken without

Hamtramck Public Schools Department of Informational Service				
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The proof of the cut is attached to the back of this card, which can be easily filed.

paying attention to details of this kind. In one case a photograph came to me of a little girl with a doll. The desk at which she was sitting had been hand carved by some overactive boy. This had to be thrown out, although the idea was excellent. It merely means that the photographer on the staff must see to each one of these details before the click is registered.

A word or so about the photo-engraving: It has been decided that the editor of the bulletin shall crop the unnecessary details from the pictures, that he shall demand outlines when they are essential and that he shall edit the pictures as well as the copy to go with them.

In Hamtramck we have always taken the attitude that a few easily discernible pictures are better than many smaller ones. That is why we pay so much attention to the details in taking. To take excellent pictures and then to spoil them in the reproduction process is a gross waste of money. Ordinarily the width is twenty-eight ems which is the width of the printed page of the bulletin. Many times full page pictures are arranged. All extraneous matters are deleted, and the engraving is made. Usually these are made on zinc; a 100-line screen is used which shows up well on the supercalendered paper of the bulletin. When an unusually splendid picture is demanded it is made in copper, with a 120-line screen.

Zincs have made average runs of more than 6,000 with no particular evidence of wear. In one case these zincs were run for nearly 40,000

impressions and were still in good condition. Zinc halftones are used to reduce the expense. Pictures we generally use but twice. The first run is for 2,000. The second run is at the end of the year in the annual report. This print run is about 2,000 more. Except in unusual cases, it is felt that copper is too expensive. All cuts, however, are kept on file. Many of them are run a number of times.

The Hamtramck schools spend about \$300 a year for photographs and about \$800 a year for photo-engravings.

A word about filing cuts. At the end of our third year of picture making, the accumulation had become so great that the horizontal file had to be abandoned and a vertical steel shelving cardboard unit section utilized in its place. This unit, which cost less than \$100, has space sufficient to care for the Hamtramck cuts for more than eight years. It occupies a space less than four feet wide by one foot deep. It is about seven feet high. A special card index has been developed so that cuts may be found instantaneously. A copy of the card is reproduced here. The proof of the cut is on the back of the card so that complete control is maintained at all times.

All the original negatives are turned over to the bulletin as soon as they have been developed. These are kept on file in the office of the editor of the bulletin. It therefore becomes possible to have any number of pictures made up at a moment's notice. Frequently demands are received for original photographs and so the bulletin has assumed complete control of both negatives, the developed pictures as well as the cuts.

Alumni College Movement Is Spreading

Following the example of Lafayette College, Easton, Pa., five other institutions are offering what are known as alumni colleges, which offer to the alumni of the various schools an opportunity to return to the campus to receive the intellectual stimulation they may lack in their everyday lives. Colleges that are offering such courses for their alumni are Lafayette, University of Michigan, Columbia University at St. Stephen's College, Iowa State University, Wesleyan University and Berea College, Berea, Ky.

William Mather Lewis, president, Lafayette College, says that the "camel theory" of education whereby colleges expect their students to drink deeply in their undergraduate days and then not to need refreshment again the rest of their lives, is completely fallacious. The college must offer a "recharging" service to its alumni whose "batteries have run down."

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Editorials

A Public Relations Department

A CERTAIN university had been running on the theory that it was none of the public's business what was done within the academic halls of the institution. In due course it was discovered that the taxpayers had an interest in what the university was doing and they proposed to find out or to let the institution shift for itself. When the university faculty became convinced that a state supported higher institution cannot be exclusive and seclusive, information on this point was given to the newspapers.

After a time it was found that this plan was not satisfactory. The taxpayers were not convinced that their money was being well spent. Then a public relations department was established in the university, although it was not called by this name. Its function was to acquaint the public with what was being discovered in the laboratories of the university and to show how these discoveries could be utilized practically by people in their everyday affairs. Also there was to be systematically sent out information regarding the athletic and social as well as the intellectual activities of the faculty and the students. It was the aim to present all this information in the form of news. The head of the department and his assistants were skilled in setting forth more or less technical matters in readable form, so that the public would not skip over items relating to university life and achievement. It was impressed upon the department that absolute accuracy must always be observed in reporting university affairs, but that facts must be presented in an interesting way.

The establishment of this department has proved to be of signal value alike to the university and to the taxpayers. The latter are every day receiving valuable information in a form that is interesting and that they can understand. Discoveries that had previously been made by the university but that were disseminated only among the intelligentsia are now made available to everybody. Consequently the taxpayers see that what they contribute is not being wasted but is producing commendable results. So the university is not in peril of sudden extinction as it was when no one except a few specialists knew what was going on within the academic walls.

The policy of this university ought to be

adopted in every public school system. Information regarding school work ought not to be disseminated incidentally. A school system ought not to depend upon newspaper reporters to come to the superintendent's office occasionally and pick up information about school affairs. The superintendent should have a department which will supply the newspapers with notes concerning the work of the schools that can be read as news. It is not satisfactory to have a school page in a paper once a week. This school page is utterly ignored by the people who ought to read what is being accomplished in the schools.

School news ought not to be segregated so that it appears to be different from news about other interests in the community. School affairs ought not to be treated as though they were of interest only to parents of school children. Unless a superintendent can have a department of public relations, or whatever it should be called, to present to the public a continuous account of what is going on in the schools, he will have taxpayers who will be disgruntled and parents who will be critical simply because the work of the schools is not presented as attractively as the work of the department of health or of the board of aldermen.



Educational Inbreeding

NO ONE who is not a resident of Boston can teach in the public schools of that city. No one who is not a resident will be admitted to the teachers' college as a student or as a teacher. Boston is saying to the whole world outside of the city limits: "We are competent within ourselves to teach our young people from the nursery school through the high school and professional schools. We intend to reserve all teaching positions for our own people. No outsiders can find any place in any department of our public educational system."

Other school superintendents in different sections of the country have pointed out that pressure is being applied to their school officers and boards of education to restrict teaching appointments to residents and to exclude all nonresidents. One superintendent said recently that he doubted whether he could hold out much longer against the pressure from the business men and also from some of the parents of his city who have sons and daughters preparing for teaching. Superintendent Burke of Boston did his best to prevent the school committee from entering upon this policy, but citizens in favor of it were too insistent and too strong for him.

Apparently local sentiment is developing in other communities that may increase until it will

force school superintendents to confine their appointments to residents. California has practically gone on to this policy by making it almost impossible for persons from outside of the state to obtain a teacher's certificate. The authorities of California have not ruled explicitly against nonresidents; they have simply instituted regulations that practically shut out from teaching positions all except residents of the state.

Years ago school superintendents and boards of education were accustomed to confine teaching appointments to residents of their respective communities, thinking that this was economically and patriotically desirable. It was shown time and again, however, that the plan of inbreeding was detrimental to the schools, and it was universally abandoned. Now we are in danger of restoring this practice because of the surplus of teachers. Inquiry in every section of the country has revealed the fact that many candidates for teaching have not been able to secure positions for 1930-31. Appointment bureaus in the universities are all calling the attention of students to the fact that they are not able to find places for many of those who are enrolled in their respective bureaus and who are adequately prepared and qualified for the positions they seek. One can understand, then, that when there are applicants for teaching in Boston who are left stranded, the citizens condemn the school committee if it appoints outsiders. A community must decide whether it would be better to weaken the schools by inbreeding among the teachers or to have some of the resident teachers go without appointments. This question will have to be faced in communities throughout the country unless the surplus of teachers can be absorbed, which is highly improbable since it has been increasing constantly for the last decade.

There is some justification for the action of the Boston school committee in limiting students in the teachers' college to residents. In this way, Boston may be able to determine with considerable precision how many teachers will be required each year and in what grades or departments. The enrollment in the teachers' college can then be restricted rather closely to the actual needs of the public school system of the city. No one will deny that it will weaken the teaching staff of Boston to prevent all nonresident students from entering the teachers' college in preparation for appointments in the city school system, but it will enable the Boston school committee to reduce the surplus of teachers who are demanding positions. The school committee could handle this problem without shutting out nonresidents if it would decide upon the number of teachers

that can be absorbed by the public school system each year, and then would accept for the teachers' college the ablest and best equipped candidates up to the number of teachers who will be required to fill vacancies and to provide for normal expansion.

Unless communities will work out a plan so that the most capable of resident and also non-resident candidates will be appointed to teachers' positions and as students in teachers' colleges, we shall go over to a program of educational provincialism in this country such as we have been successfully resisting for three decades at any rate.

Should the Business Manager Defer to the Superintendent?

A BOARD of education recently had under consideration the plan of making the business manager of the schools coordinate with the superintendent and not in any way under his direction. A member of the board had presented a resolution designed to detach the business management of the schools from the superintendent's office and to have the business manager receive instructions from and report directly to the board of education.

The resolution was defeated, although it was stoutly defended by two board members and several citizens on the ground that a superintendent ought to devote himself solely to educational matters and should not have a voice in business management, because he cannot be both a good educational man and a capable business man. It was claimed by certain speakers that the schools could be managed more economically and efficiently on the material side if the affairs were placed in the hands of a manager who did not have to defer to or ask for guidance from the superintendent.

It was brought out quite clearly in the discussion, however, that effective educational work in the schools depends in a large measure upon business management. A manager who is hostile to home economics, for instance, could seriously handicap the work. He could favor certain phases of education as compared with other phases. As a business manager in the strictest sense of the word, he would not know what the requirements are for efficiency in school work or for proper hygiene. The arguments on this side were clear and emphatic enough so that the board of education refused to separate the business management from the educational direction of the public school system of the city. The decision was wise.

There ought to be a business manager for every large school system but he ought to be an assistant to the superintendent. Policies, insofar as they affect the support of educational work, should be determined by the superintendent. The business manager should report to the superintendent and not to the board of education. He should receive instructions through the superintendent and not directly from the board. He should have no official intercourse with the board or with any of its members except as the superintendent advises or directs. No other plan can effectively secure harmony and efficiency in the public schools in the long run.

Educational policies involving financial support must be determined by the superintendent in co-operation with the board of education, and the business manager must function through the superintendent's office in relieving the superintendent of the various details of business management.

Group Insurance for Teachers

THE plan of group insurance for employees in an industrial establishment has long since passed the experimental stage. Group insurance is cheaper than individual insurance but it may be made equally protective. It is especially serviceable as a protection against sickness and accident. Teachers are not so subject to accident as are employees in most industries but they are as subject to disabling sickness.

It is not intended to say that teachers should not be protected against accident, and other complexities of civilization, but the problem of disability because of illness is more serious in teaching than it is in most other professions, and the teacher should be protected from loss of income when she has fallen victim to a malady that may have been communicated to her by the pupils whom she is instructing. A board of education could help the teacher to secure the protection to which she is entitled, and which, if she were assured of it, would reduce her anxiety and make her more efficient in the classroom.

The plan now in operation in most states in providing pensions could be adopted in providing insurance for teachers. The teacher should contribute half of the premium and the board of education the other half. In group insurance for teachers as a protection against sickness and accident, the annual premiums would be small, while the protection would be adequate and the board of education would derive sufficient benefit to make it worth while to pay half of the insurance premium.

Schoolhouse Planning:

Developing the Educational Program to Meet Community Need

BY ARTHUR B. MOEHLMAN, PROFESSOR OF SCHOOL ADMINISTRATION AND SUPERVISION,
SCHOOL OF EDUCATION, UNIVERSITY OF MICHIGAN

THE extent of community responsibility for public education should be decided early in the development of any school plant program. Under ideal conditions such a policy would be existent before a survey procedure to determine the physical requirements was started. However in practice such a condition rarely obtains, and the development of educational policy parallels the field study of growth. Appraisal of the existing plant and planning the ultimate plant are not possible until such policies have been legally adopted by the board of education.

Five factors appear to be dominant in determining the limits of community responsibility. These include: (1) the legal requirements, (2) tradition and custom, (3) community needs, (4) social progressiveness and (5) finance. The relative dominance of any single factor and its importance in combination depends upon the quality of educational leadership with respect to planning and the means employed for informing the community of general movements, trends and local requirements. Without such leadership and direction, the first two factors tend to dominate. Professional leadership must assume the responsibility for the community attitude toward education. There can be no justifiable evasion. Past neglect simply calls for more intelligent leadership now and in the future. The deficiencies of the past generation cannot be remedied overnight, but the responsibility for avoiding similar errors in the future lies with public school administrators.

How Educational Needs Vary

Since public education is organized legally upon a state basis, this political unit must be considered as the basis for all discussion. The first significant factor in considering responsibility is the variation in educational need, legally at least, that is present in every state. Economically most states vary from simple agricultural pursuits to rather highly developed industrial and commercial activity. In practice the public school organizations reflect this difference. The legal requirements also accentuate difference in need.

The mandatory laws represent at least in theory the minimum program of social need for the state, the basic program that the people consider essential for social reproduction. The state recognizes regional needs over and beyond these minimum requirements and makes provision for them through a large body of permissive legislation. In a number of instances the volume of permissive legislation is far greater than the mandatory requirements for social safety.

Even with respect to the legal factor, the determination of educational responsibility rests in a large measure upon the recognized needs of the district, its organization and its possible financial state. There is no legal compulsion to force a community to accept more than the mandatory obligations established for that district. Freedom of choice beyond the program representing social safety is permitted the individual community. However, it is true that once the choice of additional responsibility has been made, it becomes a continuing mandatory obligation upon the district.

Tradition and Custom Are Powerful Forces

In any given state we may find communities that barely satisfy the minimum requirements, others that have accepted permissive activities in part, still others that cooperate under all of the permissive legislation, and a few that are actually meeting ascertainable life needs in advance of formal legislation. From a strictly legalistic standpoint the last mentioned districts may be technically beyond the law. Actually, much of our educational progress has developed through experimental pioneer activity of this character. In a consideration of the legal factor as establishing limits for community responsibility, it is desirable to note that under the organization of school law other factors may and do play a large part in determining any advance beyond the minimum social essentials. A community that merely observes the minimum mandatory requirements in determining its educational program is operating in terms of rather primitive social needs, most of which are adapted to the organization of the

nineteenth rather than the twentieth century.

The most potent forces in any community are the traditions established and the customs adopted. In general the popular forces of tradition and custom are greater than that of enacted legislation. These forces are potent in resisting mandatory legal change. Undirected and left to chance, they hamper redirection and expansion of existing activities to meet new social conditions. In primitive systems of public education they determine processes apparently operating under specific law. Tradition and custom form the background for most of our social behavior. Any program of development or extension of public education activity must be prepared to recognize and cope with these forces. They represent the social danger signal that every progressive educator must recognize. If these forces are recognized and intelligently directed, they provide an emotional stimulus to group effort. They are extremely dangerous when unrecognized or allowed to operate blindly. Their value lies in stabilizing and conserving past values and protecting them from disintegration. Their resistance to change may be slowly overcome through individual and group education in newer values. While potent, they are not an immovable obstacle.

Rural Communities Are Conservative

Tradition and custom are determined by the racial and cultural composition of the community. They are modified by physical location, by the community economy, by communication and by the strength of organized religious forces. In general our rural villages are the more conservative with respect to public education, and our large industrial communities are the more progressive and willing to recognize changing needs. Two examples from recent field experience aptly illustrate this assumption. City A represents a small community of 5,000 population, 98 per cent of whom are native-born Americans of native-born parents. It is located in a section somewhat remote from rail and motor transport. It serves as a distributing center to the surrounding farms and operates three small machine process industries. Its average adult educational level is slightly more than six grades. City B is one of those magically developed industrial communities, growing up almost overnight, and peopled by some twenty nationalities. The native-born adult is still a rarity. The second community has a population of 50,000. Its average adult educational level is less than one semester in public school. The first is dominantly Protestant and the second largely Catholic.

Several years ago both communities had one thing in common. Their leaders felt the need for more complete and better schools for their children. They were ready to accept greater responsibility. These leaders were laymen without an understanding of the technical problems of education. Fortunately, both communities at this period possessed excellent professional educational leadership in the person of the superintendent of schools. Each of these men faced the problem in his own community without knowledge of what the other was doing. Both used specialized outside service to advise them in meeting their particular problems.

Meeting Different Needs

The social surveys brought out startling differences. Despite intelligent leadership, the force of the ingrown American tradition of the post-Jacksonian era was still dominant in the rural community. Apparently the schools through which the adult generation had passed were little different from those of an earlier generation, judging from the social attitudes, the taboos and the general complacency and satisfaction of the majority. The second community had no background of American tradition. These diverse nationalities did possess the ideal of "greater opportunity for our children." They had been taken from their peasant background and molded by a machine economy and they realized the futility of advance without education.

As these studies proceeded and the individual programs evolved from the survey data, it was easily apparent that different steps must be taken to reach the objectives. In community A a ten-year program of community education was planned to achieve the objectives; in the industrial center B the absence of a deep-rooted community tradition made it possible to develop a much richer and more expensive program within five years, the time required to retrain the professional staff. At present after ten years community A has only partially realized its objectives, while the industrial center B actually has not only achieved its complete plan within six years but is now attempting to improve upon it by further advance. The financial sacrifice in the second case was proportionately larger than in the rural community.

Considering all factors, the determining influence in this case was the presence of deep-rooted social tradition in one community and the almost complete absence of such tradition in the other.

In considering the part that custom and tradition play in determining the extent of educational responsibility, we must recognize them as valu-

able forces of conservation. Tradition and custom cannot be ignored in the extension of any community program without grave danger. These forces are not immovable. Tradition may be modified and custom may be enriched through a carefully organized program of education. Isolated communities, untouched by the dynamic rush and change of industrial centers, tend to be more conservative and to accept change more slowly.

The need felt by the community for an activity or an educational practice above the mandatory minimum is a vital factor in the expansion of community effort and responsibility. Community educational need now is determined largely upon a subjective and emotional basis. Most of the impetus comes from sources outside of the organization itself. Community need subjectively determined is often poorly proportioned in terms of total community requirements. They represent the social strength, the economic influence or the emotional desire of relatively small but well organized groups within the community, although in some cases the driving force is really foreign to local conditions. Custom and tradition operating against these minority programs produce much modification before final adoption and inclusion in the program.

Community need may be determined in a relatively objective manner by the professional organization itself. The basis for such study is the sociologic survey which should include all of the factors of living and the problems of living in the specific community and the more general problems of the larger political units. Survey activity of this type might be carried on with profit on a continuing basis and should above all avoid the "high-low spot" technique, except for sampling purposes. Need evolved from these studies will result in a far better balance in program than need determined subjectively.

Outside Forces Must Be Harmonized

From the practical standpoint the public school organization finds itself in a state of "going." The quiet, calm and controlled conditions of the laboratory never prevail in a functioning social organization. Public schools are constantly subjected to pressure from highly organized and mobile minorities on the one hand and community inertia on the other. The harmonization of all these forces and the development of an adequate plan for community education require background, vision and political acumen. The task is no sinecure. Tradition cannot be changed overnight and pressure from interested groups seldom ceases.

While community needs over and above the minimum social program are legally determined by the board of education, the responsibility for furnishing creative leadership rests primarily upon the superintendent. The skill with which the board of education interprets and determines the community's educational need depends upon the background, the ability and the social skill of the executive.

How Community Progressiveness Varies

Communities vary in their social attitudes and may be conveniently classified on a scale from ultraconservative to ultraprogressive. The same community may classify in all different groups at different times or upon the submission of different questions. The relative position of any given community at a certain time depends upon its racial, religious, cultural and economic composition. The vision with which it approaches and the skill with which it attempts to solve its problems depend upon the character of its leaders. Social progressiveness may find expression through individual or group leadership, but the degree of acceptance of this leadership will be determined by the character of the community as indicated in this and previous articles. Industrial and religious leaders and the press are probably the most potent factors in bringing about changed attitudes. Professional educators have scarcely recognized their responsibilities and possibilities in this field and do not yet exercise the potential influence that might naturally be expected.

Finally, the actual extent of educational responsibility assumed will be determined by the willingness and the ability of the people to pay for the program. Ability to pay may depend upon the size of the district and its economic character. It also depends to a large extent upon how many other obligations the people have undertaken and the extent to which it is possible for them to make further sacrifice. Many of our small school districts feel the need of better and more enriched programs of education, but since the burden falls upon property and since the property in such districts has so little underlying real value, it is impossible to pay the bills that such development would entail.

In preparing educational programs for consideration by the people, only one aspect is usually emphasized. This is the cost of providing an adequate physical plant to house the program. This is only one and usually the least expensive item in the budget. After erection the plant must be maintained and operated. The continuing cost is either neglected entirely or not suf-

ficiently emphasized. In justice to the community both erection and operation should be given full consideration. If the second type of costs are considered thoughtfully, many plant policies might be modified to provide for larger and more economical operating units.

The willingness of the people to pay for the program will be determined by their appreciation of the value of the educational activity, their realization of need as expressed by the leader group, and their actual desire to make the essential sacrifice implied in the satisfaction of need. Willingness of a community to support a program and assume responsibility depends upon understanding and appreciation. The growth of understanding is determined by the general program of community education. It is primarily a problem in the field of public relations.

The sociological and industrial surveys are not immediately influenced by the adoption of a policy of responsibility. In these field activities, every available type of essential data should be collected, compiled, analyzed and interpreted. It is essential that before proceeding to an evaluation of the existing plant or the determination of the future plant that the school district establish formally and legally the extent of educational responsibility to be assumed immediately and in the near future. Whether the community will undertake the education of its children, in advance of mandatory legislation, from childhood to adolescence or from infancy to manhood and beyond is a problem that must be answered by each community in the light of objective evidence of need. While the immediate needs of different types of communities will vary with their economic and social character, the general principle of the all-inclusiveness of public education in a democratic social order must not be overlooked.

Finance the Key to the Problem

I have tried to show briefly the major elements that shape the policy of community educational responsibility. The state sets the mandatory minimum social program but provides for expansion over and beyond these basic essentials, permitting each local group to make selections in accordance with the need felt. Tradition and custom tend to conserve current activity and to resist change unless skillfully directed. The actual needs of the community for education may be determined subjectively or objectively. Up to the present the first method has been dominant and expression of need has come through the pressure of organized minorities or strong social leaders. The extent to which a community will attempt to meet these essential needs depends

upon its progressiveness. Finally, finance must be considered as the key to the situation. While the board of education, as a representative of the people, is legally responsible for the selection and adoption of the policy that determines educational activity, the responsibility for creative leadership rests with the professional executive. He cannot avoid this duty. The quality of this leadership and the skill in educating the community to an understanding of the purpose, value, condition and needs of public education will determine the degree of success achieved by the program.

Experiments Prove Radio Teaching Effective

Music can be taught more effectively by radio than without it and affords opportunity for instruction otherwise impossible, experiments conducted by the University of Wisconsin disclose.

Also it was found that current events can be better taught through this medium. The research committee, composed of Prof. E. B. Gordon, of the school of music, Prof. John Guy Fowlkes, of the school of education, and Prof. Henry L. Ewbank, of the school of speech, is convinced that radio can be used to teach subjects when no qualified teacher is available, but its greatest use will be to supplement the efforts of the classroom teacher.

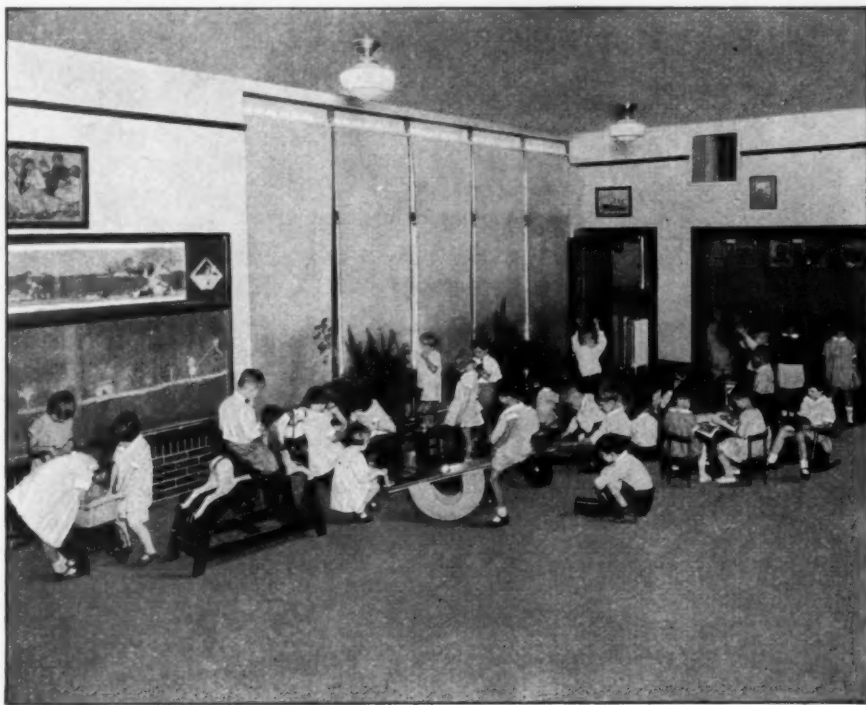
Twenty-five schools in Dane County, Wis., limited to the sixth, seventh and eighth grades, participated in the experiment. Pupils in both experimental and control groups were given the same study materials. The teachers were urged not to spend extra time or to do any extra coaching but to conduct the lessons as though the experiment were not in progress. Examinations were held and the scores made by the various groups were compared.

There was no way of giving the music lessons in the control schools, so a different method of measuring results had to be used. The tests were given at the beginning of the course and repeated at the end but schools in the control group did not have uniform music instruction during the course of the experiment.

Standard methods of testing the results were used. They showed that the radio lessons were highly successful in teaching music when the measure applied indicated progress made by the pupils during the course, and also that they were almost equally successful when compared with whatever other instruction was given to members of the control group during the period of the broadcasts.



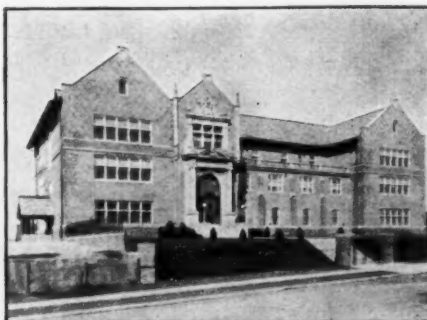
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Your Everyday Problems: Attendance Records and How They Affect the School's Efficiency

By JOHN GUY FOWLKES, PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN

WITH the opening of a new school year, every administrator and teacher should again be conscious of the great importance of attendance records.

In most states, some, if not all state aid to local schools is rendered on the basis of attendance records. Also, attendance records must form the basis for the formulation of policies that affect such matters as future building programs, the size of the janitorial staff, the placement of the teaching force, the necessary instructional and janitorial supplies and, therefore, the compilation, preparation and execution of the budget. Unless these and other instances in which attendance records affect the efficiency of a school are constantly recognized, carelessness and indeed chaos in the keeping of attendance records will probably result.

As is true in the keeping of all important records, several fundamental questions arise. In the first place, the particular way in which the records are to be kept must be chosen which, of course, involves the question as to who shall take and keep the attendance records. Care must be taken that the particular form or forms chosen conform with the state requirements concerning the length and number of school sessions per day, how transfers are to be handled, and the legal state definition of enrollment. Also, if proper measures are to be taken to enforce existing com-

pulsory attendance laws, causes of absence must be recorded. Great care must also be exerted to keep a record of tardiness. Again, careful provision must be made for the taking and posting of the attendance and tardiness records. Such are the major problems that arise in the keeping of attendance records. The following discussion presents some of the ways in which these matters can

ATTENDANCE SYMBOLS

R = Registered	~ = Absent in Forenoon
ET = Entered by Transfer	/ = Absent in Afternoon
RT = Returned	X = Absent all Day
L = Left or Loss	
T = Tardy in Forenoon	A minus sign after
I = Tardy in Afternoon	ET, RT, or L
IT = Tardy both A.M. and P.M.	means "in Afternoon."

Table I.

be handled, along with some of the problems that arise in particular schools.

The three most commonly used types of forms for keeping attendance records are a bound register, a loose leaf register and cards. The bound registers provide space for keeping the attendance and tardiness record of an entire class by half days, and may or may not provide space for certain scholarship and sociological data. The size of the bound registers varies from the convenient dimensions of 8½ by 11 inches to the awkward and unwieldy dimensions of 11 by 14 inches.

E = Enrolled.

W = Withdrawn.

☐ = Absent in A. M.

☐ = Absent in P. M.

☒ = Absent all day.

☐ = Tardy in A. M.

☐ = Tardy in P. M.

If the pupil is tardy 10 minutes in the A. M. or 3 minutes in P. M., write the number of minutes over the dot thus:

☐ = Tardy 10 minutes in A. M.

☐ = Tardy 3 minutes in P. M.

Codes for Marking Attendance:

☐ = Absent in A. M.—Sickness.

☐ = Absent in A. M.—Other legal reasons.

☐ = Absent in A. M.—Truancy.

☐ = Absent in A. M.—Parental neglect.

☐ = Absent in A. M.—Illegal employment.

☐ = (Write in these two squares any other cause)

Use these same code letters to show cause of absence for P. M. or for all day, as well as for A. M.

☐ = Tardy 10 minutes in A. M.—Accident.

☐ = Tardy 10 minutes in A. M.—Child's fault.

☐ = Tardy 10 minutes in A. M.—Parent's fault.

Wd. = Withdrawal due to demotion.

Wsp. = Withdrawal due to special promotion.

Wo. = Withdrawal to enter school outside of district.

Wi. = Withdrawal to enter another school inside of district.

Wc. = Withdrawal on work certificate.

Wc. = Withdrawal due to reaching limit of compulsory school age.

(Write here any other code)

Days present: If a pupil is present half or more than half of a session, he is counted present. In each school day there are two sessions, A. M. and P. M.

Tardy: If a pupil is not in his seat ready for work when the last bell rings, he is tardy.

Truancy: If a pupil is absent without the knowledge of his parents or guardian, he is truant.

The Uniform School Accounting System, by Arch O. Hech and Ward G. Bender
Copyright, 1929, by Public School Publishing Co., Publishers

Table II.

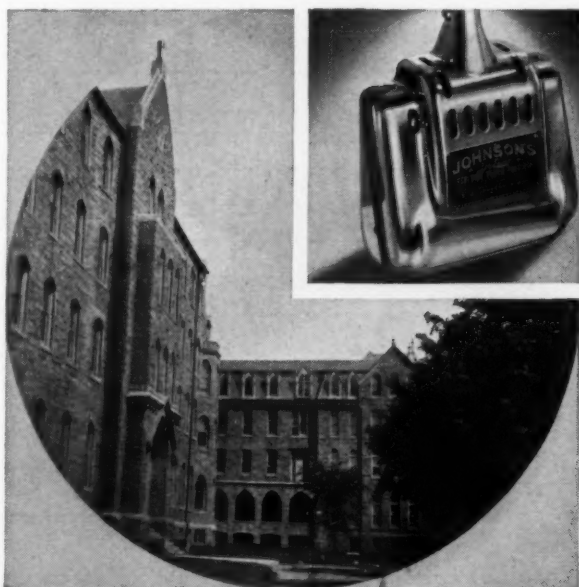
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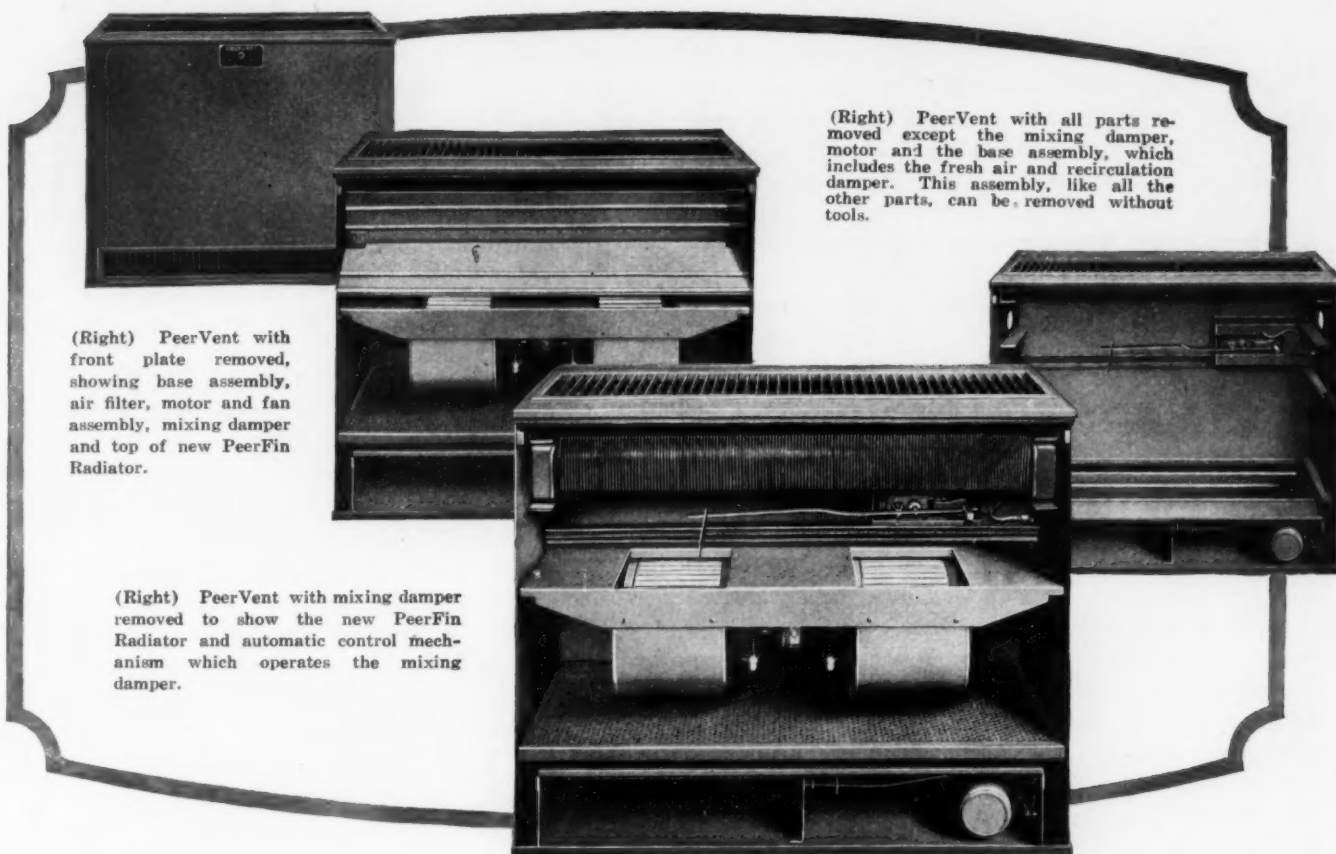
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The loose leaf record is found in several arrangements. In one arrangement space is provided on a single sheet for the attendance and tardiness record of an entire class, or for five to ten pupils, for varying lengths of periods, such as a week, a month, a semester or a year, by half days. Another arrangement is one whereby the attendance record of an individual child is kept for a semester, a year or indeed throughout the entire school life of the child. In some loose leaf registers, space is provided only for attendance and tardiness records with the accompanying essential data. The size of loose leaf registers is more nearly standardized than is that of the bound register, the size most commonly used being 8½ by 11 inches.

The card that is most commonly used for keeping the attendance record usually provides space for the attendance and tardiness record by half days for a semester, a year or for the entire school life of an individual child. As is the case with both the bound and loose leaf registers, sometimes the cards used for keeping attendance and tardiness records provide space for certain sociological and scholarship data. The size of cards used for attendance records, strange to say, is not standardized. The next few years will doubtless see the development of machines that will be used in keeping attendance records in the larger schools.

It is essential that complete and accurate attendance records be kept for each individual pupil for each day throughout his school life. It is generally recognized that the best unit of time for keeping attendance is the half day, and in most states the school day is divided into two sessions—one in the morning and one in the afternoon. Such a division seems quite satisfactory in most instances; but in some localities, notably California, there is a tendency to separate the school day into four, six, eight or ten attendance periods. As a matter of fact, it seems that the day is not far distant when attendance will be defined in terms of credits earned or work completed as well as in hours spent in school.

Teacher Must Keep the Data

Inasmuch as it is imperative that an attendance record be kept for each child, it is obvious that the classroom teacher must be the one to take and keep the basic or raw data. The way in which this is done should make it possible to gather all necessary data; it should be convenient mechanically; it should conform to standard filing arrangements and it should provide data that may be compared with corresponding data from other schools with a minimum of effort.

Any system of keeping the attendance record

should provide for the filing of the records of individuals by half days in the office of the principal, and it follows that the attendance record of each pupil should be summated by semesters and years. If so desired, the records kept by the individual teachers may be used for the detailed attendance record, and the permanent record card may carry the total attendance figures.

Advantages of Different Schemes

Despite the emphatic statements of various persons as to the superiority of one scheme over another in recording attendance, the particular scheme of keeping attendance is partly, if not largely a matter of preference. Every classroom teacher should have a class book for daily scholarship records which should serve as a check against the daily attendance record. In elementary schools where there is a home-teacher plan of organization, the bound register seems entirely satisfactory. In the small high school where the entire school convenes at morning and after luncheon, the bound register seems preferable.

Regardless of whether registers or cards are used in keeping the attendance record, the matter of posting the record arises. It is evident that the code for recording attendance is one of the most important factors in making the posting of the records convenient. Two of the codes most commonly used for posting attendance with directions to teachers, recommended by Moehlman,¹ and Heck and Reeder² are shown in Table I and Table II.

The following directions are given by Heck and Reeder for the use of their register:

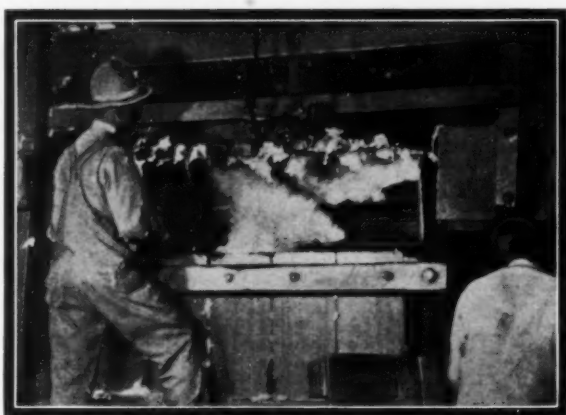
1. List names of boys and girls alphabetically by last names in their respective columns.
2. In column headed "Source" write
 - "a" if the pupil is enrolling for the first time this year.
 - "b" if the pupil is retained in your class the second semester.
 - "c" if the pupil was enrolled for the first time this year by another teacher in the building.
3. If the pupil enters your room from another school building or another school system, the principal should place upon the pupil's transfer slip the proper code number indicating "source." You should place this code number in your attendance register in the column headed "source."
4. Enroll on the opening day of school every child of compulsory school age who is not exempt and who lives in your district.

¹Teachers Attendance and Scholarship Records and Reports, Michigan School Service, Inc., Lansing, Mich.

²Heck, Arch O. and Reeder, Ward G., The Uniform School Accounting System, Public School Publishing Company, Bloomington, Ill.

CONCENTRATED IN 15 *Interesting Minutes...*

More teaching material than
could be *read* in fifteen *hours*



A quarter of an hour tells the story of cotton

Because they present new subject matter *more quickly*, Eastman Classroom Films leave more time for the highly important work of *review* and *integration*.

THE men who produce Eastman Classroom Films are primarily interested, not in motion pictures, but in teaching and teaching methods. They are concerned, not with the writing of entertainment stories, but with the compilation and presentation of teaching material.

As a result Eastman Classroom Films are unusually rich in content. They embody an astonishing amount of concentrated subject matter. It has been truly said that, through the use of these films, pupils can *see* more in fifteen minutes than they could *read* in fifteen hours.

Because Eastman Classroom Films present new material more quickly, the time of pupils and

teachers is spent to the very best advantage. In fifteen interesting minutes the class receives a mass of new facts and ideas, presented in sharp, concrete, understandable form. The remainder of the instruction period—the larger part of it—can be counted on for the vitally important work of review, correlation of ideas... *integration*. Thus the teacher, far from being replaced by this new teaching method, attains a larger and more vital capacity, because she has more time to shape the thinking of her pupils, and to guide it into correct channels.

For full information and literature, address Eastman Teaching Films, Inc. (Subsidiary of Eastman Kodak Company), Rochester, N.Y.



EASTMAN CLASSROOM FILMS

5. Each pupil should remain on the active roll until he moves from the district, passes the compulsory age limit, dies or is legally exempted.

6. Any pupil who enters from another district after the opening day of school, or who withdraws before the close of the term, is not on the roll preceding entrance or following the withdrawal. This should be indicated by drawing a heavy straight line through the spaces for recording attendance for such periods.

7. The attendance department should certify to the teacher in writing the date on which the legal conditions permitting the exemption have been met; it should also furnish a list of all school children in your district who should be enrolled on the opening day of school. Such children are marked absent if they do not attend school the opening day.

8. If a pupil is a nonresident, put a circle around the "pupil number" for such child.

9. If a pupil has had corporal punishment administered, put a letter Z in the proper column showing the date of such punishment.

10. The column "aggregate times tardy" records both amount of tardiness and times tardy. For example, 3/20 says that Arnold was tardy 3 times for a total of 20 minutes this month.

Attention is called to the fact that both of these codes make it necessary either to make a list of the absentees at the time the roll is taken and post them later, or to make erasures. For the sake of illustration, let it be supposed that in either of these registers posting is done at the time the roll is taken. If a child is marked absent and later comes in, an erasure must be made and a tardy mark recorded. On the other hand, if at the time the roll is taken, a child is marked tardy and does not appear in school that session, an erasure must be made and the child marked absent. In an attempt to avoid the difficulties just mentioned, I have developed the code shown in Table III for taking attendance and tardiness. Doubtless the use of this scheme will reveal new deficiencies. When such weaknesses appear, necessary changes will be made.

The Success of Wisconsin's Experimental College

For the second time in two years results gained from twelve-hour tests on general educational attainment indicate that Dr. Alexander Meiklejohn's experimental college at the University of Wisconsin, Madison, has achieved greater success than have many colleges of letters and natural

science in four. Final results taken from the tests given the Wisconsin sophomores showed that a general mean average for the group was 685.19 as compared to the 569 average of seniors from forty-nine Pennsylvania colleges and universities.

The tests aimed to present in balanced fashion the main fields of organized knowledge, which taken as a whole might have served as a general scheme for a liberal education, and were given in four, three-hour periods, the first session of which dealt with the physical world. The questions included an understanding of the natural scene, the salient traits of the physical world as it appears to the observer, and of mathematics. The second session included the social world, dealing with social science, the Romance languages, ancient culture, which included the primitive, Near Eastern, Greek, and Hellenistic civilizations. The third session included the Western civilization, its social, economic, political, religious, and natural scientific institutions up to 1860. The last session was concerned with contemporary Western civilization as containing political, social, natural scientific, religious, educational, moral, literary, artistic, domestic and legal theories and standards.

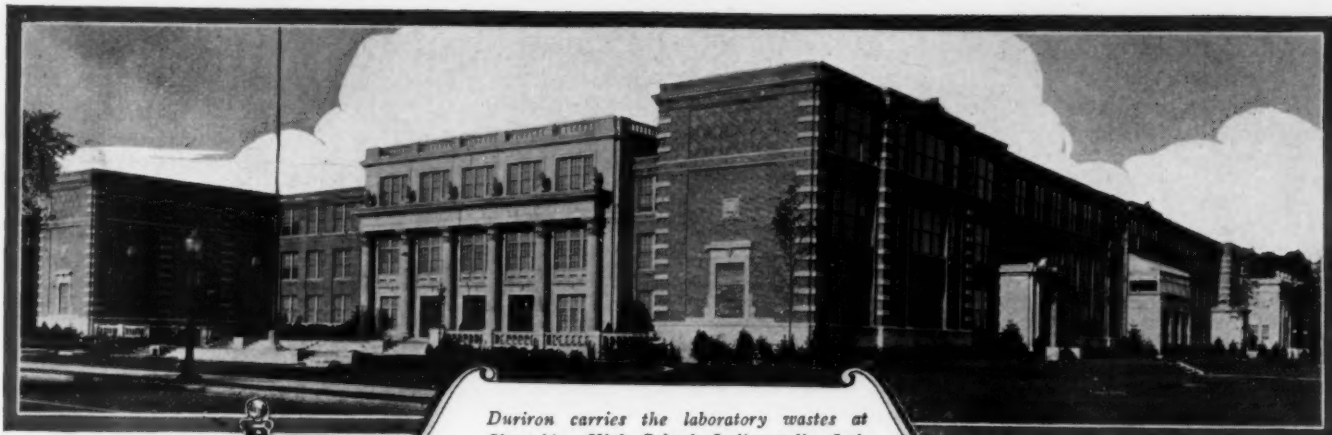
Telling the Truth to the Newspapers

That the school or college which attempts to suppress facts from reporters in quest of a news story is preparing for itself a boomerang that may do a great deal of harm is the opinion expressed in an editorial in *Private School News*.

The best policy to pursue when the reporters ask for news on a certain rumor, says the editorial, is to give out a full, frank and definite statement to the press. If possible, the statement should be prepared in advance, typewritten and ready to hand to the reporters. There should be no ambiguities. The reporters should have no chance to insinuate or misinterpret.

"A fact to be deplored is that many educational institutions, in their own selfish interests, or in the mistaken purpose of trying to shield a student or an instructor, have attempted to suppress the real facts in a news story," the editorial continues. "Resulting rumors, and ultimately the truth often, prove a boomerang which does far more damage to the institution than a straightforward story would have done originally.

"The patrons of the school and the public in general have a right to know the truth. An attempt to conceal facts from reporters defeats its own purpose."



*Duriron carries the laboratory wastes at
Shortridge High School, Indianapolis, Ind.
Herbert Foltz, Architect—Snider & Rotz, Engineers*



THE presence of a Chemical Laboratory, whether it be in a high school (*of which we picture a notable and recently completed example*), a college or university, demands the provision of

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if corrosive wastes are to be isolated in a leak-proof drainage system. Not only must the pipe be acid proof, but the joints must be permanently tight. Anything less than the rigid structure and joint tightness achieved by calked Duriron Pipe is insufficient protection for a building you wish to be a monument to the thoroughness of your planning. Ask your architect, your plumber—or write us for catalogs.

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Practical School Administration:

An Idea File and What It Means to One in Educational Work

BY PHILIP C. LOVEJOY, ASSISTANT SECRETARY, ROTARY INTERNATIONAL, FORMERLY ASSISTANT SUPERINTENDENT OF SCHOOLS, HAMTRAMCK, MICH.

WHEN I was a sophomore in high school there began to pile up on my desk, which was then a study table, a lot of little clippings that seemed to me too valuable to be thrown away. With these I started a scrapbook.

The book, however, was rather large in area and certainly too thick to carry with me every time I wanted a single poem or clipping. Furthermore, it was difficult to classify things in the scrapbook unless far too many blank pages were left for the possible additions of topics. So the thought occurred to me: Why not a card index of all these items? What size should it be? I hunted up standard size files and it seemed to me that a three by five file was sufficiently large for ordinary clippings. This was especially true when I wanted to take a certain clipping with me somewhere. So I decided to use this size.

For a file, I procured a little 3 by 5-inch jogger similar to a small file that my mother used for her cooking recipes. With some blank index cards fifth cut I proceeded then to build up my file. At the outset I decided to have at least four parts to it. I was to use a different color for each section. All jokes would be filed on blue cards. All illustrative stories would appear on salmon colored cards while all outlines of talks would be on white. There remained the important item of ideas and I decided to place these on yellow. The colors had no relation to the classification, but they were mutually exclusive. Before long the file was so large that I had to obtain a longer box for it. More recently it had to expand into a regular four-drawer, letter file size, the two upper drawers of which were partitioned for 3 by 5-inch cards.

Filing Magazine Articles

The problem has probably presented itself to every teacher that oftentimes there are several articles in a magazine that are worth filing for permanent future use. It becomes unwieldy to retain the entire magazine and so the significant items are clipped. This card system was the solution to the problem of how to retain these multitudinous clippings in an orderly manner so

that the teacher could refer to them at will.

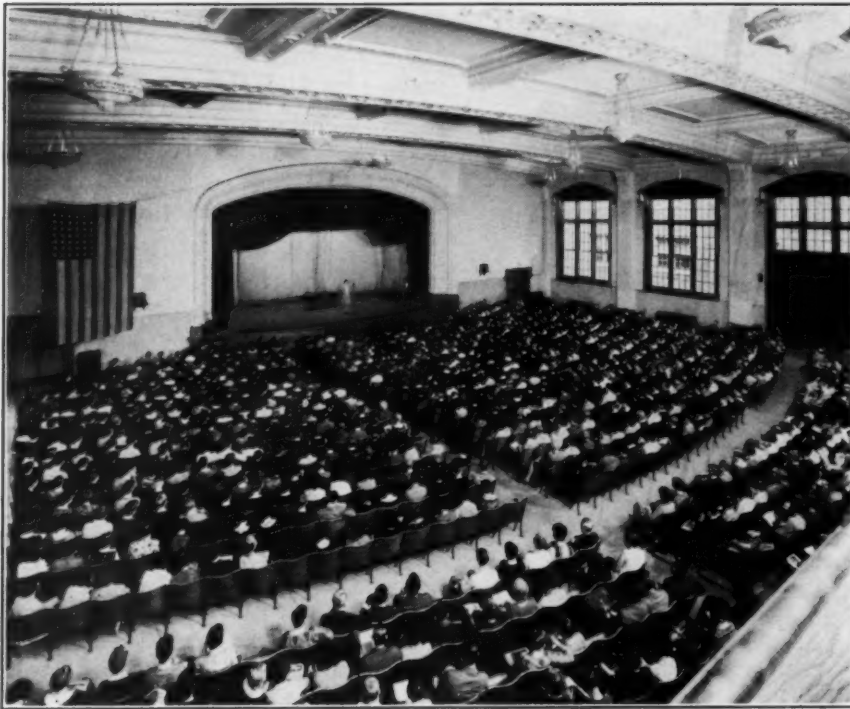
The next problem was the proper classification. As has already been stated, separate divisions were maintained. All ideas went on yellow cards arranged in alphabetical order within that specific group. Jokes were on blue cards arranged by topics in alphabetical order within that group, and likewise with the illustrative stories on the salmon colored cards. The file was kept in four divisions for several years. One day as I was preparing a talk the thought came to me that if I had all the items pertaining to one topic together I could make a better speech. Accordingly, anything that had to do with a single topic, say "Personal Improvement," was brought under the single heading. There would be jokes, ideas for personal growth, significant poems, illustrative stories and many other suggestions. The value of this method of filing is clear to the most casual observer. Humor has its place in the presentation of a speech, there must be something practical and stories always help. If all of these are filed under the single classification, a fairly complete picture of the field may be had at a glance.

Each Should Choose His Own Filing System

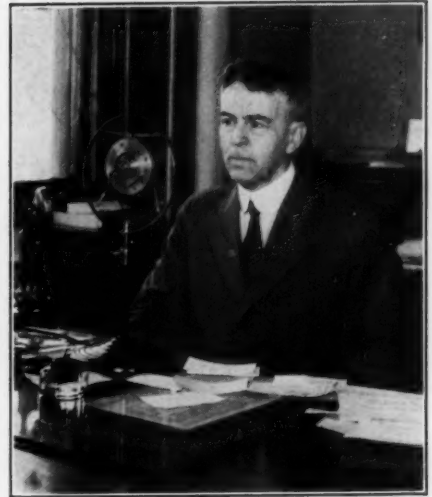
A question that may probably be asked at this time is: What does the file have in the way of bibliographical references? A special card was devised for this type of information. Not only was it to care for bibliographical references but it was to care for quotations from specific books.

The next thing that had to be added to the file was the cross reference card. Many times items are filed under one heading when the cataloguer would be likely to look under a synonymous heading for the information.

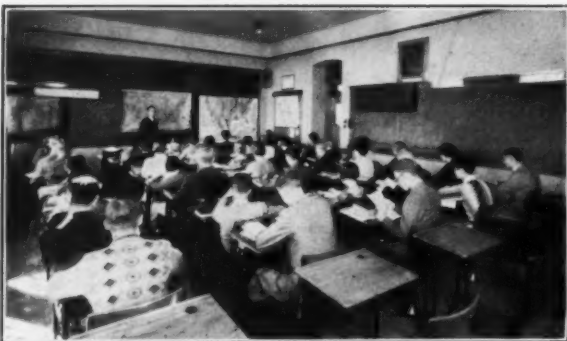
The matter of where to file these various items is purely an individual one. A Dewey decimal classification may be adopted, as was done with the *Loyola Educational Digest*, or the clippings may be filed under headings that most nearly fit the type of work to be done. Take, for instance, the topic of poetry. There are many hundreds of poems appearing in various magazines each



Auditorium of Riverside High School, Milwaukee, Wis., showing two Model E WRIGHT-DE COSTER REPRODUCERS, one on each side of stage.



Mr. George A. Chamberlain, Principal of the Riverside High School, Milwaukee, Wis., at the microphone of the speech amplification system.



One of the class rooms of the Riverside High School, Milwaukee, Wisc., equipped with WRIGHT-DE COSTER HYFLEX REPRODUCER.



Riverside High School, Milwaukee, Wis., equipped with amplification system operating 55 magnetic and 5 dynamic WRIGHT-DE COSTER REPRODUCERS.

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J. W. SCHNECK
Physics Department.

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year. The theme of the poem may have different connotations to different persons. Hence, in my file I place the poem under the heading where I shall be most likely to use it. For instance, take the poem, "Myself." I would file that under personal improvement. A lover of Guest's poetry might wish to file it under Edgar Guest, while still another philosophically minded individual might want to file it under introspection. I am trying to suggest that such a file is intensely personal and as such is a right hand aid to each individual who keeps one.

For illustration I shall take the heading "Leadership," from my present file and list what is found thereon: article on the high price of leadership clipped from a magazine; article by Walt Mason on "Guesswork"; Kipling's story of Tomlinson; original story garnered from conversation with a railroad engineer; article entitled "In the Machine Shop"; story told by a lecturer on the "Four-Inch Board"; story told by Heine Heinze-man; leadership by Y. M. C. A. secretary in Far East; poem, "It Can't Be Done"; poem, "It Couldn't Be Done"; story of little freight engine doing switch duty; article on the dignity of man; picture of statue of "Aspiration"; quotation from Socrates; quotation from Lincoln; George Mathew Adams' article, "Some Failures."

For further illustration I take another classification, "Advertising," and present what is found there: set of posters advertising Chicago; copy of ad entitled "Our High School"; idea for advertising a picnic; copy of a temperance pledge of forty years ago; lecture ad on bad investments; idea for advertising senior play, "Peg o' My Heart"; suggestions for laying out advertisements; a novel menu of a banquet I attended; novel idea on cloth of how to raise money—cloth is a miniature apron; idea for a Christmas card that advertises a hotel—it is a radio outline; idea for advertising a Christmas magician show; idea for advertising a church; idea for a series of lecture ads on shipwrecks; five or six jokes on advertising; idea for advertising auto accessories, and about twenty other items along the same line.

How Material Is Filed

The two letter size drawers in the bottom of the file were used for filing the larger magazine or newspaper articles that could not be filed on the 3 by 5-inch cards. The 8½ by 11-inch card is then of great value. Here again I used a color distinction for the various topics, that I decided to keep. Green was for articles on home; brown for sociology; Manila for common unclassified facts—general information; yellow for education; pink for the theater. Naturally I keep only

the classifications that will mean most to me. I can file an entire page of the *New York Times* on a single card by cutting the individual columns and overpasting. The article then is not unwieldy and is easily read. When I am going to a special meeting, I can take one of these larger cards and refer with ease to the portion of the article desired.

In twenty years' time the idea file has grown from the small 3 by 5-inch jogger box to two standard size four-drawer letter files, one drawer of which was fitted for 3 by 5-inch cards. If I move I have but to draw up the follower's guides in each drawer as tightly as possible, turn the key in the file and the entire unit is ready to move without disruption.

The file has the advantage of keeping last minute information on file so that it may be readily found. Once my file was discovered by the high school pupils, many of them asked permission to use it.

The system is inexpensive and of tremendous value.

Why Pupils Prefer the School Cafeteria

Aversion of school children to carrying cold lunches largely explains the rapid spread of cafeterias maintained by public school systems, according to Maris M. Proffitt, acting chief of the division of statistics, Office of Education.

Children, like grownups, do not like to carry a package, particularly one containing a cold lunch, Mr. Proffitt points out. Their wholehearted patronage of the school lunch counter has made it a permanent part of every well run plant. Another advantage behind the movement has been the convenience to both pupil and educator. Schools now arrange their programs so that the cafeteria is open from 11:30 to 1:30 or 2 o'clock, and the pupils eat in relays, according to their class schedules. They not only get hot food and fraternize in larger groups and in different groups, since their daily schedules are not always the same, but they get good, wholesome and cheap food.

School systems do not aim to make more than expenses, and food, therefore, is sold at a low price, readily within the reach of most of the pupils.

In the cafeteria, according to Mr. Proffitt, the school systems have not met any opposition from parents, labor unions or eating houses, as it seems generally recognized that the school lunch counter is a public service.

DIGNITY and DEMOCRATIC ECONOMY demand CAPS and GOWNS for High School ceremonies

» and the
Wise School
OWNS ITS OWN!



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The invention of the Myers Adjustable Cap has eliminated the one great obstacle to the schools' ownership of their caps and gowns. Now only one headsize is required, which can instantly be adjusted to fit any head perfectly. Before you place your rental order for caps and gowns, write to any of the addresses below for complete information about the advantages of owning your caps and gowns outright instead of paying a yearly profit for rentals. Caps and Gowns made by the E. B. Myers Co., are new garments, correctly cut and perfectly tailored. Get the details before you decide on Caps and Gowns this year!

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The Magic of Radio— In Full Control of Every School Executive



PRINCIPAL DRUECK of the Marquette Elementary School in Chicago makes his daily announcements of bulletins to teachers and pupils. Seated in his own office he reaches every room—at one time or independently—with the mere action of a small switch. Among other things he tells the seventh and eighth grade teachers of a special radio program to be received that day. Later, Miss Coleman in Room 122 "tunes in" for this program. And she does not have to bother the Principal to do it. A



switch in her own room gives her access to three channels, and she selects the one she wants. You, too, at a small cost, can enjoy the unique and superior advantages of a Baritone Radio and Public Address System in your schools. Write me about it today.



EARL Y. POORE, Educational Director

BARITONE MANUFACTURING COMPANY

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1 to 5 channels of radio as desired. Microphone and phonograph projection without interference with radio. 6 channels operating simultaneously if desired. Absolute control by principal at the touch of a switch. Perfect distribution of sound thru multiple loud speakers in every room. Auxiliary control in each room—volume control and selector switch. Adapted for either old or new buildings. Prices within the reach of every school.

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News of the Month

Guidance Conference Attracts 500 Educators From the Midwest

STIMULATING discussions of guidance problems and practical hints for the development of policies and techniques for the actual application of guidance to school problems featured the conference on educational guidance held October 24-25 at Northwestern University, Evanston, Ill., under the joint auspices of the school of education and the personnel department of the university. Nearly 500 educationists from Illinois, Indiana and Wisconsin attended.

The opening session was of the orientation type, and supplied a background for the later discussions. Col. R. I. Rees, assistant vice-president, American Telephone & Telegraph Co., sketched the development of personnel work in industry. He summarized the policies and techniques of that field and declared that the selection and placement of personnel in industry depends largely upon the preparation and training given to applicants by schools. Prof. P. W. Hutson, University of Pittsburgh, discussed the evolution and present status of guidance in secondary education. He pointed out that guidance values exist both in the curriculum and in extra-curricular activities. Prof. C. S. Yoakum, vice-president, University of Michigan, portrayed the place of guidance work in higher education and explained the significance of the new emphasis upon personnel work in colleges and universities.

Various Aspects of Guidance Work Outlined

On Friday evening the second session showed guidance programs at work by picturing the detailed activities of guidance in one particular school system, and by giving a bird's-eye view of important aspects of guidance as represented in typical American schools. Principal J. H. Bosshart, South Orange, N. J., showed how guidance was applied on all educational levels of a school system organized on the 6-3-3 plan. He explained the value of cumulative personnel records which followed the students throughout their entire school career. In this system, guidance work is performed by elementary teachers in the elementary schools, and by home room teachers in the junior high schools and senior high schools, with class guides supervising the entire program.

W. L. Brown, acting principal, New Trier High School, Kenilworth, Ill., presented an illuminating survey of guidance programs and problems in typical American schools. His paper was based upon the research performed by the late F. E. Clerk, former principal of New Trier and a pioneer in school personnel work, in preparation for a doctor's thesis. He found four major systems of guidance at work among many schools studied: the home room adviser plan, which predominated; the house class plan, as used in Detroit; the vocational guidance counselor plan, with specialists and psychiatrists in

charge of the work, and the incidental or unorganized guidance work.

Two parallel programs were held Saturday morning, one for junior high schools and one for senior high schools. Prof. Ben D. Wood, Columbia University, spoke at both meetings on guidance through testing and cumulative record keeping. Minnie E. Fallom, principal, Sullivan Junior High School, Chicago, explained how guidance could be applied through instruction and classroom procedure. At the senior high school meeting, Principal Milo H. Stuart, Arsenal Technical Schools, Indianapolis, Ind., described the practical system of guidance through interviewing and counseling that he has developed. Principal Stuart's gift for organization has made it possible for him to conduct an effective guidance program without the hiring of specialists of any kind. Cooperation of willing teachers and of the state social service workers connected with state hospitals (these specialists care for problem cases) has made possible a procedure that is probably unique in high schools.

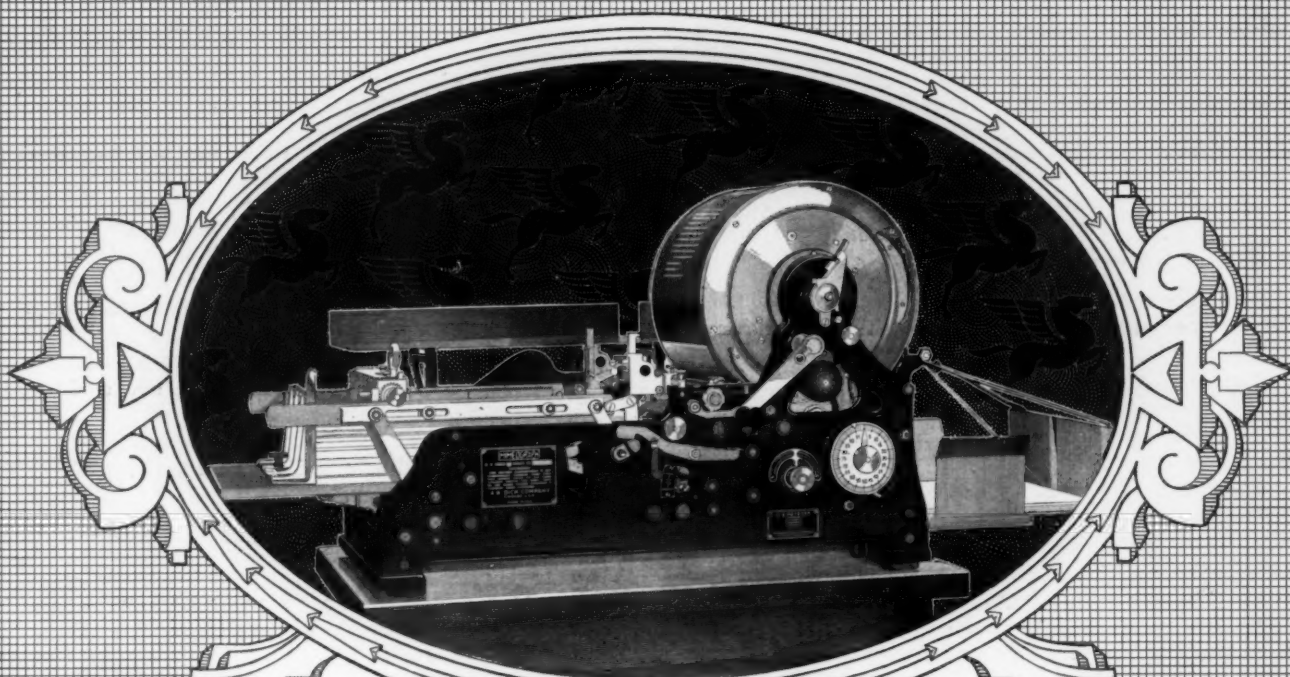
The closing session was a luncheon at the North Shore Hotel. President Raymond A. Kent, University of Louisville, Louisville, Ky., took as his topic the articulation of guidance, or educational guidance as a coherent system. He stressed the fact that guidance deals with educational choices and decisions of all kinds and that it should not be divided into separate fields, such as vocational, educational or moral. He pointed out three important results of the guidance movement: reemphasis and new meaning of child centered education; modification of the curriculum by elimination of outgrown courses; modification of educational procedures.

Throughout the sessions was sounded a central note of emphasis upon cumulative case histories of every student, dating back to the commencement of the child's educational career, and following him throughout his educational career. The suggestion was also made that these histories should be made available to industrial personnel directors upon the completion of the educational course.

Trust Fund for Students Is Exempt From Taxes

Property bequeathed to the curators of the University of Missouri belongs to the state and hence is exempt from local property taxes, G. C. Weatherby, assistant attorney general, has ruled.

The will created a trust to assist worthy young men and women to attend the university when unable to do so without outside aid, the opinion explained.



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M I M E O G R A P H



News of the Month

New Orleans Plans for Two New School Buildings

Plans for two new school buildings in New Orleans, La., to accommodate 2,000 additional pupils have been approved and construction work will start shortly. They will probably be ready for use by the opening of the next school session in September. The two buildings will help to overcome crowded conditions in the uptown and downtown districts as a result of unusually great increases in attendance during recent years.

The Palmer School will be a thirty-room structure of modernistic design, carried out in buff colored stucco, with brighter color inserts and trimmings on the exterior and one of the most completely modern interiors in any of the New Orleans schools. A radio system will be connected to all rooms so that the program may be broadcast through the school.

The elementary school will comprise seventeen rooms. The design, both exterior and interior, is colonial. It will be of red brick with white trimmings, with a semicircular porch with pillars at the front. The entrance hall will be of early colonial design, with a mahogany and white stairway and a checkered marble floor for the entrance.

New High School at Topeka, Kan., Will Cost \$1,100,000

The new high school for Topeka, Kan., now in process of construction, is to have an exterior length of 540 feet and a depth of 280 feet. It stands on a beautiful plot of ground 720 feet long and 500 feet deep. The building is planned for 2,500 pupils.

The building is of Tudor Gothic design, patterned after some of the sixteenth century buildings in England and contains an auditorium that will seat 2,500 persons and a cafeteria with accommodations for 800. The gymnasium will seat 3,000 spectators while athletic games are in progress. The library will be equipped for 50,000 volumes.

The school is being built at a cost of \$1,100,000.

Secretary Wilbur Foresees a Splitting of the Traditional College

The traditional American college is splitting in two, and the lower half which is now being incorporated in the junior college will be attached to the public school system as an outgrowth of the high school, while the upper half will fasten on to the university, Secretary of the Interior Ray Lyman Wilbur declared in an address delivered as a part of the dedication ceremonies of the new group of buildings for the college of arts and science, University of Rochester, Rochester, N. Y.

"We should view the first two years as the trying out period for the capacities and interests of those seeking university work," Doctor Wilbur said.

The address of the secretary was entitled "Man's Advancement Through Education."

If some freak of nature should desolate our present civilization in America and leave a residue to be studied thousands of years in the future, aside from the tools and bits of machinery, the foundation and walls of the school buildings would elicit the most comment, he declared.

Education, the secretary pointed out, is remaking our mind, remolding our conceptions of nature and religion and transforming our governments. The college of to-day is a miniature of the community life to be lived later by those who belong to it.

"Our educational history shows a stairway of steady upward progress," he added.

"Little School" of Elizabeth Morrow Is Colorful Place

Forty children between the ages of eighteen months and five years are now receiving their first educational experience in the "Little School" recently opened by Elizabeth Morrow at Ridgefield, N. J. All the pupils will be given careful preschool instruction by teachers who have had extensive study in child training and juvenile psychology.

The various rooms of the school are decorated in harmonious color schemes, with a different color and blending for each room. Tiny tables and chairs with other furniture to match are decorated in the several varieties of kindergarten motifs. These rooms have their closets and chests, lockers and coat rooms to teach the pupils the care of their personal belongings as a part of the training.

The outside surroundings are as pleasant as the indoor rooms. Under shady trees on a well kept lawn are sand tables, "jungle" climbing apparatus, slides, bars and platforms, providing every possible means of building the children physically as well as mentally.

Commissioner Calls Conference on Parent Education

The United States Commissioner of Education, William John Cooper, announces a National Conference on Parent Education to be held May 1 and 2, 1931, in cooperation with the National Congress of Parents and Teachers at Hot Springs, Ark. This conference will bring together leaders and experts who speak with authority on the problems of child care and training, and parent education. Commissioner Cooper proposes to furnish the conference with a rich and varied program and to bring to the attention of the members of the conference the resources for parent education in the United States.

Bess Goodykoontz, assistant commissioner of education, is directing the organization of the conference as chairman of the planning committee. Among the important topics to be discussed will be the outstanding problems of parent education, the development of statewide programs and how they function, administrative problems in this field, significant trends, and the development of standards for lay and trained leadership.



I'm
Failure

I'm
Short Life

I'm
Insanitation

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News of the Month

New Jersey Civic Classes to Study State Budget Supplement

Expenditures for public education in New Jersey during the current school year will aggregate \$105,000,000, according to an announcement by Governor Morgan F. Larson. Of that amount, he said, the state has contributed approximately \$20,000,000 to the school districts, the balance being raised by local taxation.

The figures, continued the governor, are among much other information of interest to be found in the annual supplement to the budget for the coming year, which will soon be ready for distribution. A thorough study of the supplement was urged by the governor as a means of the taxpayers informing themselves of the many and varied activities of the state government.

Much of the unrest and criticism relating to public expenditures is undoubtedly due, asserted the executive, to a lack of appreciation of the scope and cost of the many functions of government. For that reason, he declared, the announcement that the pupils in civic classes of a number of the public schools particularly in Trenton, will use the supplement as a textbook is most gratifying.

The supplement, it was pointed out, presents in a simple and condensed form all of the functions of the state departments and agencies, the source of their revenues and the distribution of the money. In addition, the source and disbursement of state taxes are presented along with the maintenance and construction costs of roads and other improvements as well as a volume of other information.

"Radio Scrapbooks" Are a Record of the Radio Course

Several hundred thousand school children in the United States are keeping "radio scrapbooks" of items clipped from the newspapers referring to programs of the American School of the Air, officials of the schools report. These programs are broadcast from fifty stations and are heard in 20,000 schools throughout the United States. It is estimated that the total number of children who listen in on these programs exceeds 6,000,000. The scrapbooks are a permanent record of the radio course and in many cases are used as textbooks for classroom tests.

Patrons Inspect Two New Schools in Newton, Iowa

The Lincoln and Woodrow Wilson schools, Newton, Iowa, were thrown open for public inspection recently, in response to requests from many persons eager to see the additions that were made to each of the schools during the summer.

The addition to the Lincoln School contains three rooms: a kindergarten room on the first floor; a well

planned science room on the main floor and an auditorium for music instruction on the top floor. The addition will relieve congested conditions that have kept a number of pupils in rented rooms and in a portable school.

At the Woodrow Wilson School, four classrooms were added as an upper story. A new terrace was built in front of the building as a protection to children in wet, soggy weather. A rest room was made in the hall outside the kindergarten room. Upstairs there is a combination fourth and art room, one combination fifth and science room, a combination sixth grade and auditorium and one small gymnasium that can be made into a classroom. The fourth and sixth grades are divided by a movable door so that both rooms can be made into one.

New York to Start Work Soon on Its First Continuation School

Plans have been completed for the first continuation school in New York City, which will be the largest in the world, according to a recent news release. The institution, which will be known as the Bronx Continuation School, will be opened in February, 1932. It will be built at a cost of \$1,100,000, will seat 1,330 pupils and will have a complete set of shops. The building will be of brick and limestone, three stories in height, of Georgian architecture suggesting Hampton Court Palace and Newby Hall in York, England.

The state department of labor will supervise the employment bureau to be established. The board of health will assign physicians and nurses for medical examinations and advice.

In addition to the regular scholastic work for girls there will be courses in bookkeeping, cooking, homemaking, machine operation, millinery, office practice, personal hygiene, salesmanship, sewing and typewriting. For boys there will be automotive operation, carpentry, commercial art, electrical construction, machine work, mechanical drawing, plumbing and printing.

College Students Earn \$33,000,000 Through Self-Help Activities

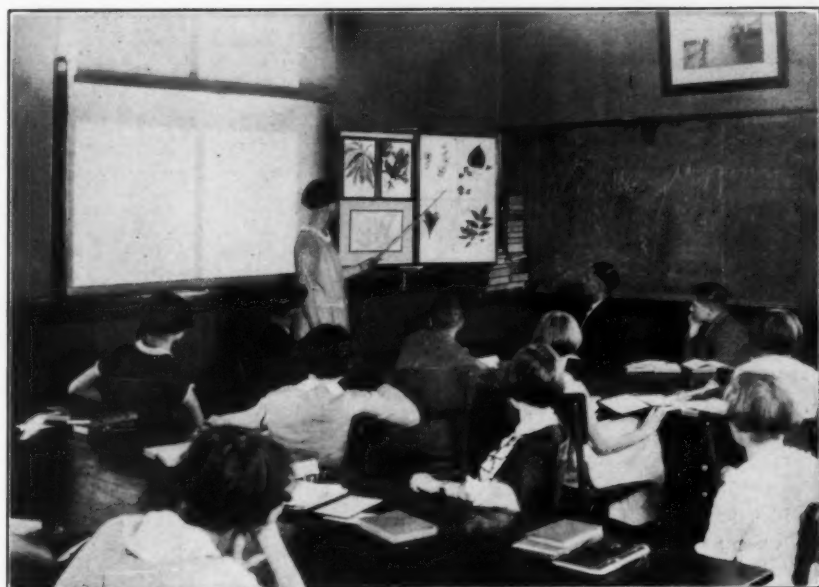
Students working their way through 611 American colleges earned approximately \$33,000,000 in 1928, William John Cooper, commissioner of education, declared in a recent announcement calling attention to a publication, "Self-Help for College Students," compiled by the Office of Education.

The purpose of the publication is to put before students who intend to work their way through college information that will be of value to them.

The commissioner called attention to loans amounting to nearly \$4,000,000 annually made to students through over 100 student loan agencies in 282 institutions.

A directory of colleges and universities is included in the bulletin, showing for each institution the location, enrollment, control, tuition rates, cost of board and room, minimum expenses, curricula and scholarships offered and other data.

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Multiplex Equipment consists of a number of panels made of cork composition fitted into steel frames which pivot along one side in a steel rack. The principle is much like that of a loose-leaf book, the removable panels corresponding to pages and the rack to a loose-leaf binder held in a vertical position.

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For general reference work, Multiplex Equipment displays material in the most compact, accessible

and convenient manner possible.

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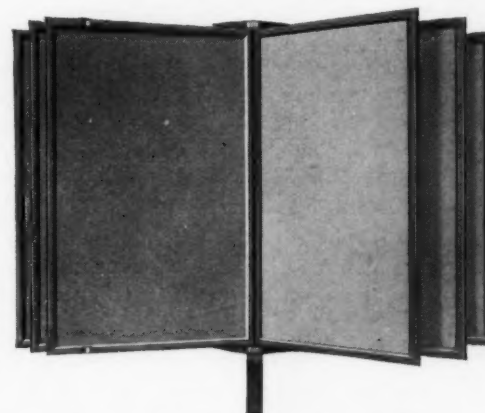
The new Multiplex Equipment is styled to harmonize in design with the furnishings of the most modern educational institutions. The antique bronze finish of the various units blends exceptionally well with the most beautifully finished interiors. The equipment is furnished in various styles, the two most popular of which are illustrated here. Panels are available in several standard sizes and in any quantity desired.

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News of the Month

Beauty Culture Classes Forbidden in Washington Schools

Public schools in the state of Washington cannot establish courses in beauty culture under authority of the Vocational Education Act, as it is a profession rather than an ordinary trade, according to an opinion by Assistant Attorney General Lester T. Parker. The opinion given to the director of licenses, Charles R. Maybury, who inquired whether the Seattle Public School Board would be required to obtain a beauty culture owner's license, follows in part:

"Legislation regulating the practice and teaching of beauty culture has recently been passed in several states. The constitutionality of such legislation has been attacked and such acts have been held constitutional on the ground that they were proper health measures. In cases in which this question has been raised it has generally been held that the practice of barbering and beauty culture is to be considered more as a profession than as an ordinary trade and somewhat similar to certain branches of the healing arts wherein the practitioners apply external treatment to the human body.

"Our beauty culture act comprehensively provides for the establishment and regulation of beauty culture classes. By the passage of this act, the legislature has considered the teaching of beauty culture subject to strict state supervision and that it is to be distinguished from an ordinary trade. If the common schools have authority to establish beauty culture classes under the provisions of the vocational training act, it must be considered that beauty culture is an ordinary trade.

"Since the courts, in upholding the constitutionality of these regulatory measures, have done so on the theory that the practices therein regulated should be considered more as professions than trades, we conclude that beauty culture is not a trade as that term is used in the vocational training act, and therefore, there is no authority for the establishment of a beauty culture class in the common schools."

"Education of Crippled Children" Bulletin Is Available

Special classes for crippled children have been established in eighty-five American cities while the public schools of the nation have increased facilities for meeting their needs, the Department of the Interior has announced.

In Ohio ten cities provide special classes for children thus handicapped. Chicago, the first city to introduce this educational service, has four schools caring for 1,600 cripples.

A study published by the Office of Education discloses that 45 per cent of the physical handicaps are traceable to infantile paralysis. Tuberculosis of the bone and accidents account for another large proportion of the disabilities.

The special schools are constructed and regulated to meet the needs of those handicapped.

Public schools of the United States are paying more attention to the special needs of crippled children than ever before, according to the study. The fact that crippled children number one for every 400 general population, has prompted eighty-five American cities to establish special classes to aid the handicapped to secure an education equal to that of the healthy child.

Chicago led the way in 1899 by establishing the first public school facilities for cripples in the United States. Today Chicago has four schools giving attention to more than 1,600 cripples. Ohio leads in the number of cities that have crippled children classes with ten municipalities offering such service.

Provision for crippled children's education at Dayton, Ohio; Newark, N. J., and Detroit, where notable effort has been put forth, is described in detail in the study.

"Crippling either makes or breaks a child," declares the bulletin, "and whether he is made or unmade depends very much on what is done or not done for him at school age."

"Education of Crippled Children," Bulletin, 1930, No. 11, is one of a projected series on special problems in the schools. These bulletins are designed to give a superintendent of schools or any other person interested in education a condensed study of what is being done along particular lines throughout the United States for guidance in attacking the problem locally. It is available from the superintendent of documents, Government Printing Office, for twenty cents.

California Schools Await New Tax System for State

The California State Board of Education at a recent meeting approved the recommendation of Vierling Kersey, superintendent of public instruction, that no new sources of school revenue should be sought pending action on the part of the legislature in devising a new tax system for California.

The board recommended that no further burden be placed on real property and that some method be worked out to relieve the present burden. While an income tax might be unpopular, it is still the soundest economically, Superintendent Kersey declared. Luxury and tobacco taxes are a burden on the poor man, he asserted, and who is to say what are luxuries and what are necessities?

Wauwatosa, Wis., Plans for New School Unit

The second unit of the million dollar junior and senior high school, Wauwatosa, Wis., is expected to be ready for use by next Fall, according to William Darling, superintendent of schools. The plans and specifications of this unit are now in process of preparation. The new unit will contain twenty classrooms, part of the cafeteria and a kitchen. It will cost about \$250,000.

With the completion of the unit, housing conditions of the Wauwatosa High School will be greatly relieved, the growth of the city having taxed the school's capacity.

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News of the Month

School Editors to Meet in Cleveland December 4, 5 and 6

The National Scholastic Press Association will meet in Cleveland, December 4, 5 and 6. Students on school publications and their faculty advisers will attend the convention, the keynote of which is "concrete help for school publications."

Seventy round table meetings have been planned where outstanding people in school publication work will discuss specific problems of the field. General sessions will be addressed by outstanding men and women in school journalism and by metropolitan newspaper people.

Among the speakers will be Rowena Harvey, adviser, the *South Side Times*, Fort Wayne, Ind.; H. F. Harrington, director, Medill School of Journalism, Northwestern University; Prof. George Starr Lasher, Ohio University; Prof. Joseph M. Myers, Ohio State University, and Anne Lane Savidge, Central High School, Omaha, Neb.

Cleveland journalism teachers and Cleveland newspaper men and women will be on the program.

Delaware Educators Set Date for Meeting

The Delaware State Education Association held its annual meeting at Newark, November 13 and 14. The theme discussed at the two-day session was "Working Together for the Youth of Delaware."

The president of the association, Ira S. Brinser, presided at the meetings.

Schools Benefit by Unclaimed Funds of Failed Banks

The records of the state banking department of Washington disclose a source of revenue to the state not generally known or understood by the public, according to an announcement by the supervisor of banking, Harry C. Johnson. The law requires that all dividends to depositors or other creditors of failed banks remaining in the hands of the supervisor of banking uncalled for and unpaid for a period of five years shall escheat to the state for the benefit of the permanent school fund.

These escheated funds amount to a considerable sum, Mr. Johnson pointed out. For instance, he said, a total of \$24,264 has so escheated since Aug. 4, 1928.

"Several other liquidations will soon have reached the expiration of the five-year period," Mr. Johnson stated, "including the Scandinavian-American banks of Seattle and Tacoma, at which time reversions to the permanent school fund will run into sizable figures. Unquestionably, large numbers of the owners of uncalled for accounts have died leaving no record of their credit balances; and many simply have forgotten. Most of the accounts are small, yet surprisingly substantial totals are in evidence.

"Every possible effort is made to locate the rightful owners of or the rightful heirs to these balances but

ordinarily after the first three years it is a hopeless task and a matter of endless concern to the banking department. After these funds have reverted to the state the owners may recover only by special relief act of the legislature. Without doubt, many are in distressed circumstances which might be relieved if these deposits, now doing nobody any good, could be returned to the owners."

Dedication for New Public School in Concord, Neb.

The new public school at Concord, Neb., was dedicated recently, with Chloe C. Baldrige, director of rural education for Nebraska, giving the main address at the dedicatory ceremonies.

An outstanding feature of the new building is that the main assembly hall, the eighth grade classroom and two high school classrooms can all be thrown together to make a large auditorium for community meetings.

The old school building will be remodeled and will serve as a gymnasium. The science laboratory has been completely equipped. New furniture has been purchased for the entire building.

\$3,000,000 Voted for Schools in New York City

Four new public schools and additions to three others, providing approximately 7,300 seatings, were voted recently by the board of education, New York City. Five new playgrounds were also planned, the entire outlay to cost more than \$3,000,000.

The borough of Queens benefited most by the appropriations, two of the schools and the three additions going to that borough. The other two schools are to be built in the Bronx.

Indiana Day to Be Observed December 11

Thursday, December 11, by act of the 1925 General Assembly of Indiana is to be observed in the schools and in public assemblies as Indiana Day. It commemorated the admission of Indiana into the Union.

A program for the observance of this day has been planned and printed. It contains the entire music and words of the state song, "On the Banks of the Wabash," which owing to its copyright cannot be secured elsewhere except in the expensive form of sheet music. The program also contains an account of the admission of Indiana into the Union; the closing paragraph of Daniel Webster's reply to Robert Y. Hayne; a brief account with quotations of La Salle at South Bend, 1679; George Rogers Clark at Vincennes, 1779; Abraham Lincoln in Indiana, 1816-1830; Indiana in the twentieth century; poems by Sarah T. Bolton, William Herschell and James Whitcomb Riley and the Hymn to Indiana, written by William C. Langdon and Charles D. Campbell.

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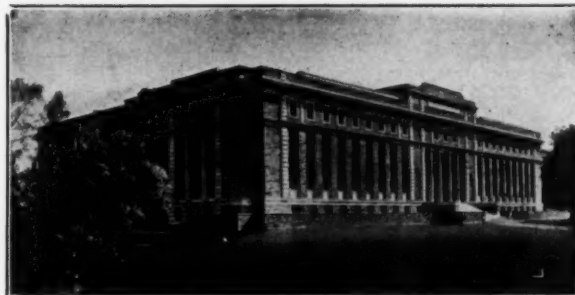
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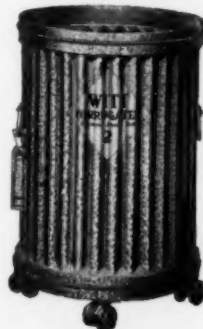
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News of the Month

Compulsory Education Officials Meet October 20-23

The twentieth annual convention of the National League of Compulsory Education Officials was held at Rochester, N. Y., October 20-23.

The trend of national thought in the enforcement of compulsory school attendance is indicated by the following topics for discussion: Health and Its Effect on School Attendance, Social Work in the Public Schools, Parent-Teacher Work and Its Relation to School Attendance, An Individual Plan of Instruction in Relation to School Attendance of the Child, The Truant in an Adjustment School, The Unadjusted Adolescent Boy—As Treated at the Junior Vocational School, Toronto, A Survey of the Administration of the Ohio Compulsory Education Law, Some Characteristic Personality Differences Between Children of High and Low Intelligence on the Sixth Grade Level, Present Attendance Needs as Seen by the White House Conference Committee, The Relation of Truancy to Delinquency, State Administration of Institutions for Delinquents, Treatment of Delinquent Girls and Treatment of Delinquent Boys.

Ohio Pupils Will Take Part in Historical Celebration

More than fifty Ohio counties were represented at the sesquicentennial celebration held in Springfield, Ohio, October 10. Five hundred placarded automobiles and a dozen school busses carried the high school pupils to the Wittenberg Stadium where the forenoon ceremony was held. The 5,000 boys and girls heard addresses by Dr. J. L. Clifton, director of education for Ohio, Dr. James A. James, professor of history, Northwestern University, and Gov. Myers Y. Cooper. After the morning ceremony, a parade four miles in length was formed and moved to the picnic ground. From there the pupils and their teachers gathered on the famous battle ground of Piqua.

The dedication of the battle field took place early in the afternoon. The main feature of the dedication was Governor Cooper's speech of acceptance of the state park as a monument for all time to the brave soldiers of colonial days.

Then followed a pageant, a colorful spectacle presented in a natural amphitheater, and viewed by 60,000 folk gathered from the old Northwest Territory.

New Chicago School to Be Named for Electrical Genius

Work is to start at once on the new Charles P. Steinmetz Senior High School, Chicago, which is expected to be ready for use next Fall. The school will cost \$2,500,000. The construction of the new school will eliminate thirty portables that are now in use and will also relieve congestion in the Austin and Carl Schurz high schools.

The building will have exterior walls of red face brick, with stone trim. The design will be a modification of Tudor Gothic. The school will have twenty-seven classrooms and three study rooms. There will be two small gymnasiums for girls and a large gymnasium for boys. The swimming pool will have seats for spectators. There will be a lunch room accommodating 700 and a large library. In addition are a number of laboratories and rooms for special purposes.

Teaching Pupils the Principles of Cooperative Marketing

The Federal Farm Board and the Federal Board for Vocational Education have joined hands in a program to promote education in the principles and practices of cooperative marketing of agricultural commodities and food products.

It is expected that the united efforts of the two Government boards to lay greater stress on the teaching of cooperative marketing in the vocational agricultural schools will result in a clearer understanding on the part of the farm population of the principles of cooperative marketing and of the value of selling agricultural products cooperatively. The close contact which teachers of vocational agriculture have with both the younger and older generations on the farms will, it is believed, enable them to make the local school a center for the discussion of community marketing problems and for the development of community cooperative marketing plans.

Commenting on the opportunity which teachers of vocational agriculture have in stimulating interest in and helping to develop cooperative marketing, A. W. McKay, chief, the division of cooperative marketing, Federal Farm Board, cites the action recently taken by farmers in the tobacco growing district of Virginia, who, as the result of joint conferences with county agricultural agents, vocational agriculture teachers and the Farm Board, recently decided to organize their own association.

Legion Joins Fight on Illiteracy in New York State

Eight hundred American Legion posts will help in the efforts to stamp out illiteracy in New York State, according to a recent statement by the National Advisory Committee on Illiteracy.

The legion volunteered its services in a telegram from its chairman of Americanism, Charles P. Morse, to Secretary of the Interior Ray Lyman Wilbur, chairman of the illiteracy committee. Mr. Wilbur accepted the offer.

Secretary Wilbur, in accepting the offer, urged that the American Legion, Department of New York State, should get back of state and local school officials in waging an illiteracy campaign.

With the force of the legion back of the movement, it is believed that a powerful impetus will be given it in the Empire State where, according to the census of 1930, there are 425,022 illiterates.

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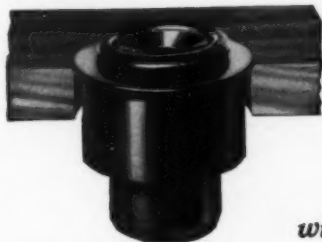
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News of the Month

New Parochial School for Newport News, Va.

A new parochial school, recently built at Newport News, Va., and opened on October 1, is St. Vincent's, designed to accommodate children of both elementary and high school grades. The new St. Vincent's adjoins that of the old school and convent, which will be renovated throughout, joined to the new structure and veneered on the exterior with the same brick used in the construction of the new building. The building is fire resistive.

In the new school are eleven modern classrooms, a laboratory, a library, an office, a music room, a first aid room, a kitchen, a cafeteria, a play room and a combined auditorium and gymnasium with locker rooms for boys and girls. The equipment is modern in every detail.

The convent, connected with the school building, is arranged so that it can be shut off completely, thus assuring to the Sisters a maximum of privacy and security.

Separate plants heat the school building and plant. The heating is automatic with full thermostatic control. The ventilating equipment is modern and takes care of the entire building adequately.

Changes Recommended for Schools of Springfield, Ill.

A survey of the school system of Springfield, Ill., was made recently by Dr. T. C. Holy, University of Ohio.

Recommendations made, says the *Illinois Teacher*, were that there should be an immediate expenditure of \$1,215,000 for a building program and an additional expenditure of \$1,530,000 by 1945. The educational plan recommended by Doctor Holy is a combination of the 6-3-3, the 8-4 and the 6-6 systems, with the 6-3-3 organization predominating. The present organization is based largely on the 8-4 plan.

Playground Association Acquires New Name

The National Recreation Association is the new name of the Playground and Recreation Association of America. The change was announced recently by Joseph Lee, Boston, president of the association.

Local Autonomy in Education Sought in New Plan

Grants of Federal money to the states for specified educational purposes would be discontinued, and, instead, the national government would contribute annually for educations in general for each person under twenty-one years of age, with the states deciding the actual uses of the funds, according to tentative proposals that have been

agreed upon unanimously by the National Advisory Committee on Education.

These proposals and others were made public recently by Dr. C. R. Mann, chairman of the committee, which was appointed by and which is to make its final reports to Secretary of the Interior Ray Lyman Wilbur.

Because of the significance of the proposals, Doctor Mann said, it was agreed that they, with a general discussion of the meeting at which they were adopted, be published and submitted to members of the committee and persons interested for further consideration. The committee is now in a position to work out details of putting its proposals into effect, Doctor Mann explained. The steering committee awaits comment and criticism, he added, and on September 14 will convene for further action preliminary to its final recommendations to the general committee.

Other propositions call for an increase in Federal appropriations for research and information service by the Office of Education, the Federal Board for Vocational Education, and by the extension service and office of experiment stations in the Department of Agriculture. It is recommended also that a Federal headquarters be established as a research center for coordinating educational data of the government and for cooperating with all interested agencies in gathering such information.

Provision for adjustments in putting the proposals into operation are included along with requirements that the states submit annual financial audits to the Federal Government describing in detail the nature of the expenditures.

Doctor Mann said the tentative proposals have as an outstanding principle, local autonomy in education.

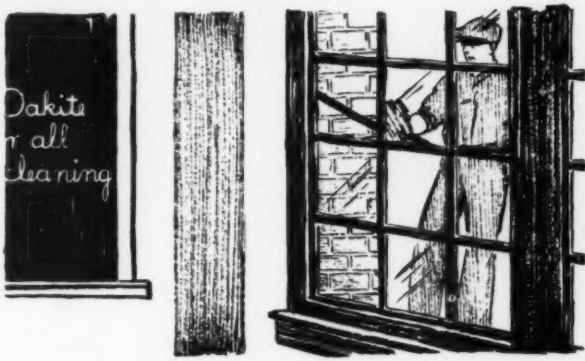
New Editor Is Appointed for *School Life*

William Dow Boutwell, the newly appointed editor of *School Life*, official publication of the United States Office of Education, assumed his duties October 15. Mr. Boutwell was previously with the staff of the *National Geographic Magazine*, where he had a special assignment in the school service division. As a member of the *National Geographic* staff he was a writer of illustrated articles. He is an expert in color photography. Prior to his work on this magazine, he was associated with the information service of the United States Post Office Department.

New \$6,000,000 Library Planned for University of Chicago

Plans are now in the process of formulation for a \$6,000,000 library at the University of Chicago, according to a recent announcement.

The project would unite under one roof the various library groups now scattered over the campus. A tentative name, the Humanities Library, has been chosen. It is expected to have a capacity of more than 6,000,000 volumes.



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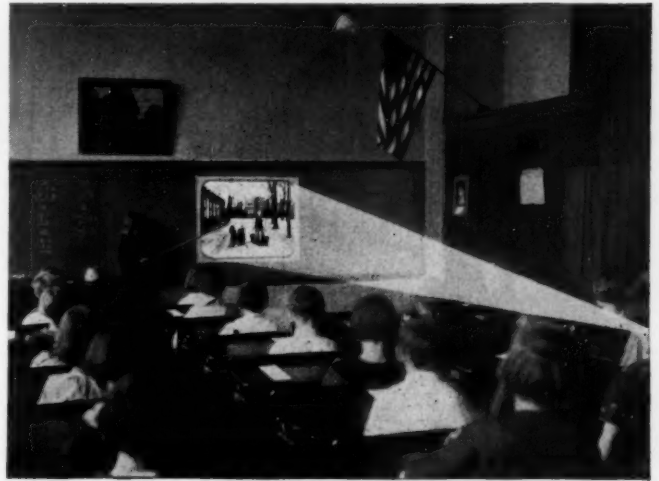
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News of the Month

Valuable Bulletin for the Research Worker in Education Issued

A bulletin of value to students in education has been released by Walter S. Monroe of the University of Illinois. It bears the date of July 8, 1930, lists at \$0.50, and is Bulletin No. 50, University of Illinois, "Locating Educational Information in Published Sources." Chapter titles are: The Library and General Aids, Educational Periodicals, Other Types of Publications and a Bibliography of Bibliographies. An exhaustive topical index is also included. The study is really one of first rank. The introduction includes the statement:

"The student of education who desires to make a thorough study of a problem faces the task of locating the published material relating to it. Usually, the compilation of a complete bibliography is no easy undertaking, because, in addition to a multitude of textbooks, well known periodicals, and monograph, year book, and bulletin series, there are a vast number of other publications that are less widely known or distributed. The task is further complicated by the fact that few if any of our educational periodicals restrict the material included in them to a particular phase of education. Furthermore, references pertaining to a given topic are likely to be found in certain periodicals that do not emphasize primarily the subject of education. To find published information on a problem in which a student is interested is a tedious undertaking, though the very nature of the problem may make it necessary for the student to penetrate into the most abstruse sources of material. As the title of this bulletin suggests, it has been prepared as an aid in assisting the research worker in locating information in published sources."

Experts in Child Care to Meet in Washington, November 19-22

"The rural child assumes a national significance in the studies of the White House Conference on Child Health and Protection, when probably for the first time in our history a thoughtful attempt is being made to classify the things which will compensate to the city child for his lack of out-door experience, and to the country child for his lack of libraries and museums," writes Dr. Ray Lyman Wilbur, secretary of the interior, in the *United States Daily*.

On November 19-22 this group of 1,100 experts in child care, called together by President Hoover more than a year ago, will meet in Washington to present their reports on present conditions and their recommendations for the future.

Almost every major committee of the conference has considered the special needs of the country child, comparing the advantages and disadvantages of his environment with those of his city cousin.

The first section of the conference has been studying the problem of medical service. In this section one committee has been giving attention to the growth and development of children. Modern mothers know, whether

they live in the city or the country, that the fundamental needs of food, sleep and exercise are the same for every child. This particular committee, therefore, attacks the study as a single problem. The committees on prenatal and maternal care and on medical care for children, however, have each chosen a special subcommittee to study the specific problems of the rural child and mother.

Section two of the conference is devoted to the investigation of public health service and administration. Here again particular attention has been given such community health problems of rural children as the disastrous trail of typhoid cases in the wake of harvesters mowing from crop to crop, and the less spectacular but equally dangerous transfer of flies from the manure pile to the fruit and vegetables and other articles that human hands must touch.

Section three, on education and training, is divided into seven committees which will report on the family and parent education, the infant and preschool child, the school child, vocational guidance and child labor, recreation and physical education, special classes, and youth outside of home and school.

Likewise in section four, which is studying the care of handicapped children, the rural child has been considered, or county studies have been conducted in representative portions of the country. Throughout the work of the conference the problems of the city child and the country child are being compared.

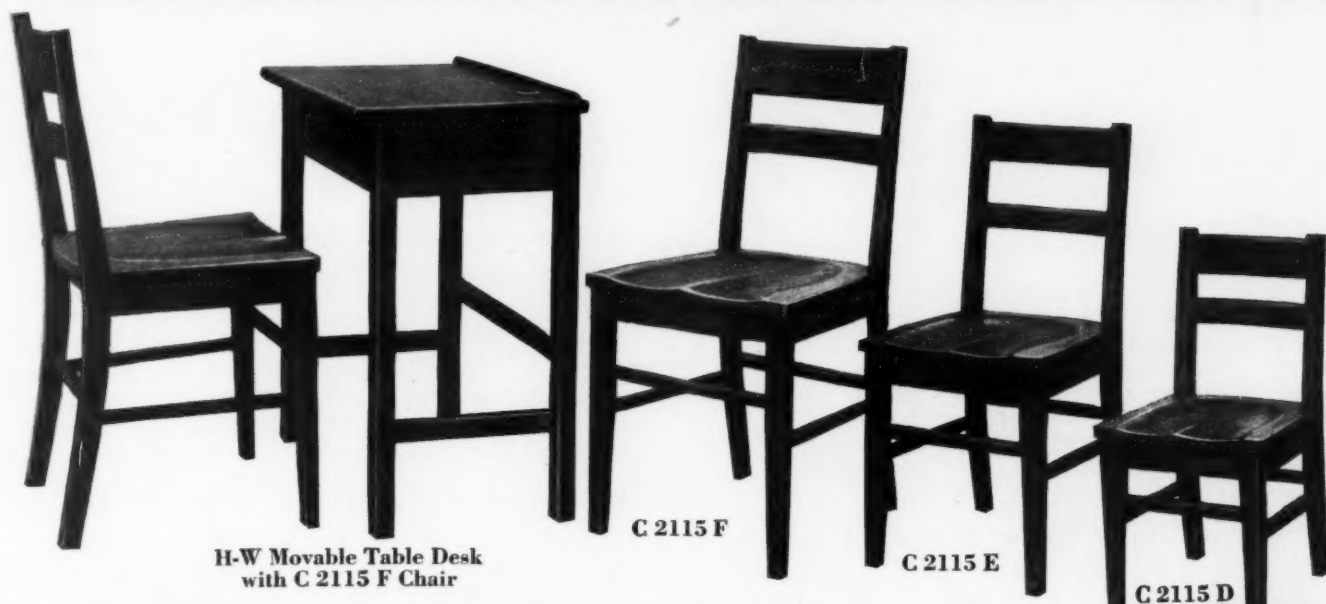
Educational Leaders Begin Teacher Survey

Under the direction of the United States Commissioner of Education, William John Cooper and Dr. Edward S. Evenden of Columbia University, associate, a nationwide survey of the qualifications of teachers, the relation between teacher supply and demand, and the facilities available and needed for teacher training in the United States, has just begun.

The seventy-first congress appropriated \$200,000 for the purpose of this study, the results of which will offer the most comprehensive picture of the American teacher that has ever been drawn. Inquiry forms will be sent to 1,000,000 teachers besides thousands of state, county and city school officials during the school year 1930-31.

The survey, undertaken at the suggestion of the American Association of Teachers Colleges and Deans of Schools and Colleges of Education, will be carried out with the advice of the following board of consultants: Dr. William C. Bagley, Teachers College, Columbia University; Dr. W. W. Charters, Ohio State University; President George W. Frasier, Colorado State Teachers College; Dean William S. Gray, University of Chicago; Dean M. E. Haggerty, University of Minnesota; Dean Henry W. Holmes, Harvard University; State Superintendent John A. H. Keith, Pennsylvania; Dean William W. Kemp, University of California; President W. P. Morgan, Western Illinois State Teachers College; Dr. Sheldon Phelps, George Peabody College for Teachers; President D. B. Waldo, Western State Teachers College, Kalamazoo, Mich.

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In the Educational Field

DR. JOHN E. BURKE, for several years chief school medical inspector, Schenectady, N. Y., has been appointed assistant superintendent of schools of that city. He will have direction of all health activities in the schools.

C. K. HOLSINGER is the new division superintendent of schools, Greensville County, Va.

B. CLIFFORD GOODE, formerly superintendent of schools, Henry County, Va., has been appointed to head the schools of Martinsville, Va. H. S. TIGNOR becomes the superintendent of the Henry County schools.

GUSTAVE STRAUBENMULLER, associate superintendent of schools, New York City, who plans to retire on February 1, 1931, will be honored with a testimonial dinner on January 24. DOCTOR STRAUBENMULLER recently celebrated his seventieth birthday.

CLARENCE E. CHAMBERLAIN is the new principal of the American High School, Paris, France, this year, having been granted for that purpose a leave of absence from his duties as vice-principal, Morrell High Schools, Irvington, N. J. Americans, resident in Paris, founded the high school to meet the educational needs of their children.

A. HUBERSTEIN, Holyoke, Mass., has been appointed principal of the Hebrew School, New Britain, Conn.

M. A. KOPKA, junior high school principal, Hamtramck, Mich., has been named assistant superintendent in charge of finance in that school system. MR. KOPKA was formerly connected with the state department of public instruction.

HERBERT L. POINT, Slayton, Minn., has been elected superintendent of schools, Russell, Minn.

DR. GEORGE A. STEELE has been named president, Maryland College for Women, Lutherville.

WALTER ROBERTS has been appointed principal, West Philadelphia high school, succeeding the late CHARLES C. HEYL. MR. ROBERTS has been in the public school system of Philadelphia for twenty-five years.

DR. GEORGE P. PHENIX, president, Hampton Institute, Hampton, Va., died recently.

FRED N. PARKER has been named superintendent of schools, Oswego, N. Y., succeeding ROY R. ALLEN.

DR. HENRY P. EMERSON, for many years superintendent of schools, Buffalo, N. Y., died recently. DOCTOR EMERSON was retired and lived near Middletown, Mass.

CHARLES L. RANDALL has been appointed superintendent of schools, Dracut, Mass. MR. RANDALL has been superintendent of the Tewksbury-Dracut school district for the past seventeen years.

R. E. PARRETT is in charge of the schools at Sparta, Ohio. MR. PARRETT was formerly superintendent at Sedalia, Mo.

O. P. CALDWELL has been appointed superintendent of the schools of Erie, Kan., succeeding JAMES M. NATION, who has been head of the schools for several years.

PAUL S. BLANDFORD, field agent, Virginia State Department of Public Welfare, has been named head of the Virginia Industrial School for Boys, Maidens, Va., succeeding the late MAJ. CLYDE E. MCCLINTOCK.

FREDERICK H. CLARK, principal, Lowell High School, San Francisco, has retired after forty-one years in the teaching profession.

DR. GABRIEL R. MASON has been officially installed as principal of the new Abraham Lincoln High School, Brooklyn, N. Y.

DR. JOHN C. DAWSON, president, Howard College, Birmingham, Ala., has resigned to head the romance language department at the University of Alabama. DOCTOR DAWSON's resignation becomes effective in February.

DOROTHY OVERDORF, Lock Haven, Pa., has been appointed assistant superintendent of schools, Clinton County, Pa.

R. W. FAIRCHILD, superintendent of schools, Elgin, Ill., has resigned to accept a position in the school of education, Northwestern University, Evanston, Ill., where he will do work in school administration.

EMERY M. FOSTER has been appointed head of the statistical department of the United States Office of Education. DR. FOSTER was formerly principal statistical assistant to DR. FRANK M. PHILLIPS, who resigned from the head of the statistical department to take a position with the Employees Compensation Commission.

CHARLES O. WILLIAMS, an instructor in Central Normal College, at Danville, Ind., has been appointed principal of the schools of Crothersville, Ind. MR. WILLIAMS was also superintendent of the Martin County schools for ten years. He succeeds ROY H. BELDON at Crothersville.

G. B. SCHADMANN, head of the Columbia Preparatory School, Washington, D. C., died recently. MR. SCHADMANN had prepared hundreds of young men for Annapolis and West Point. He taught in Washington for forty years, organizing the preparatory school twenty-two years ago.

DR. J. W. JONES, superintendent, Ohio State School for the Deaf, was killed on September 28 when the automobile in which he was riding overturned on a gravel road near Ellis, Kan. DOCTOR JONES was seventy years old. He had been superintendent of the state school for thirty-five years. EDWARD R. ABERNATHY, for six years principal of the school, has been named acting superintendent.

IRA G. SANDERS has recently been elected superintendent of schools, Snyder County, Pa.

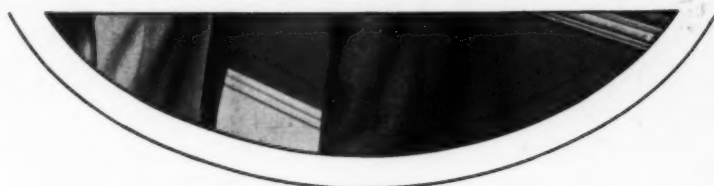
LEWIS E. MYERS has been elected president, board of education, Chicago, succeeding H. Wallace Caldwell.

MORRIS DOWELL recently resigned as superintendent of the schools of Morris County, Kan. ARLONE RICHARDSON, a teacher in the rural and grade schools for the past eight years, will succeed MR. DOWELL.



The strong elastic panels of Armstrong's Corkoustic are easily applied to walls and ceilings.

"PERHAPS WE HAD BETTER GO OVER THIS AGAIN..."



TEACHER had been careful that morning to make his lesson clear. But his voice had to compete with distracting noises. Sounds that originated in other rooms echoed through the building to his classroom, to keep young minds from concentrating on their studies.

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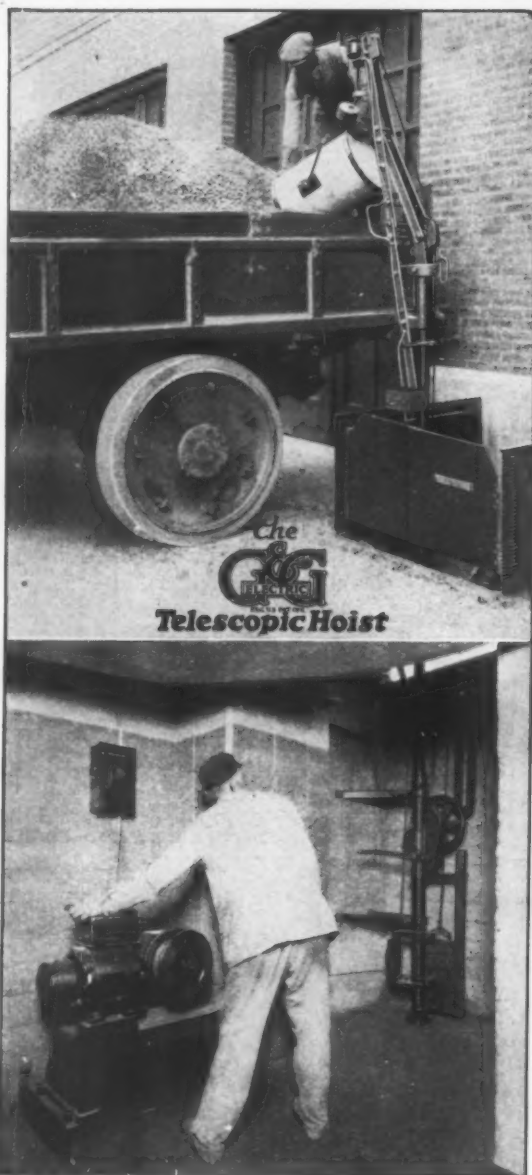
School superintendents and building committees will be interested in the book entitled "Acoustical Correction" which explains how readily sound-quieting Corkoustic can be applied in both new and existing buildings. Sent free. Address Armstrong Cork and Insulation Company, 939 Concord St., Lancaster, Pennsylvania.

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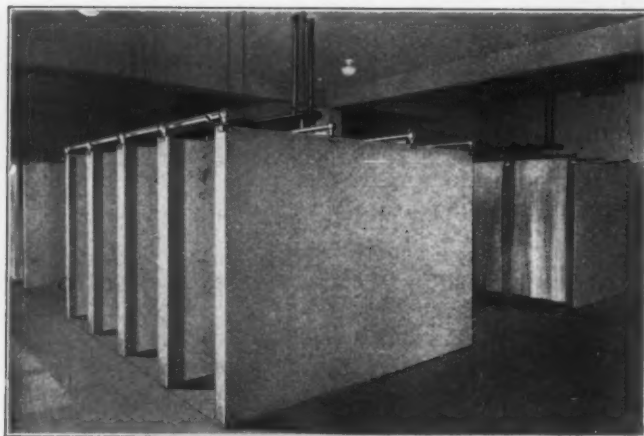
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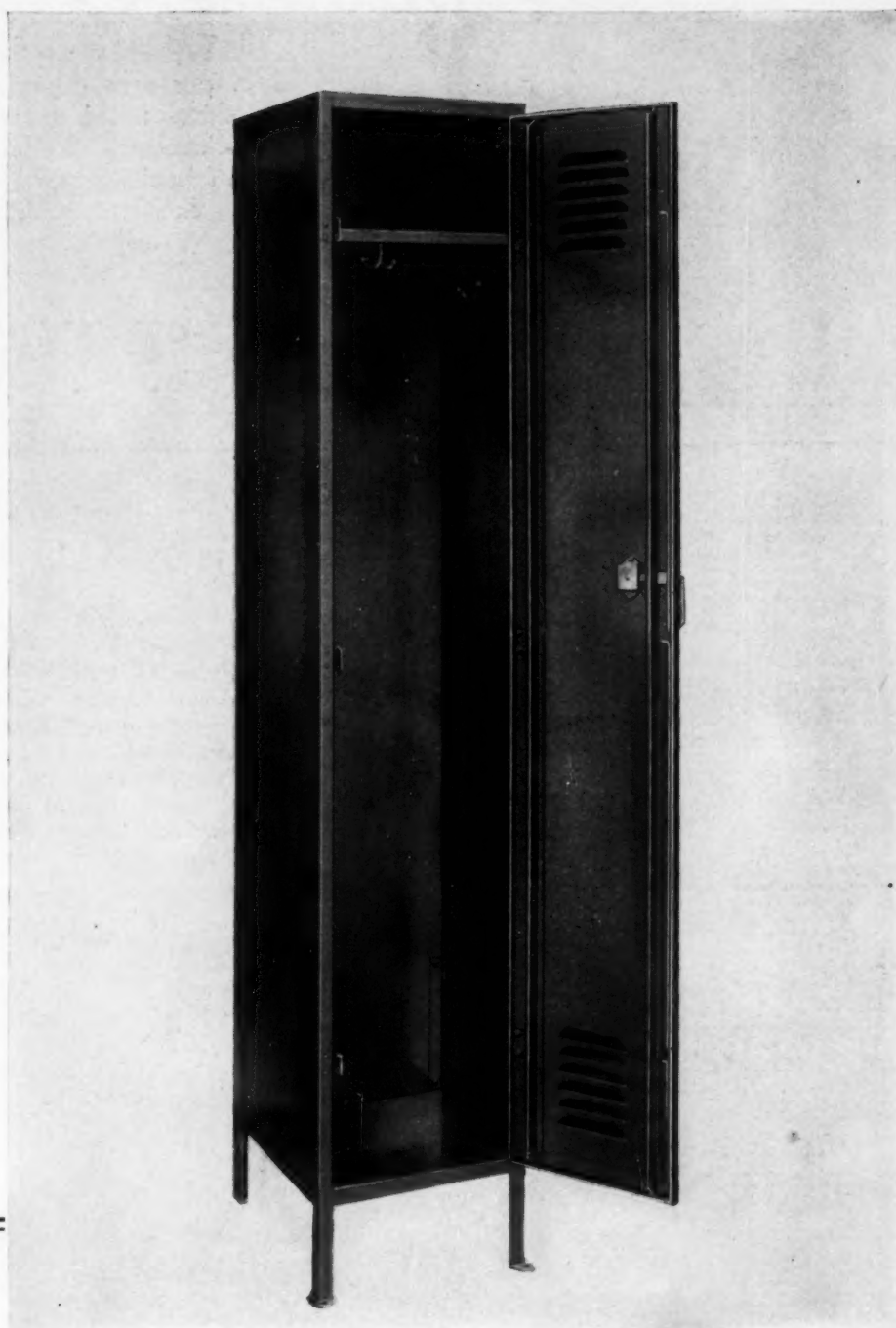
Complete data and specifications are contained in our Bulletin which will be sent gladly on request.

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In the December Issue

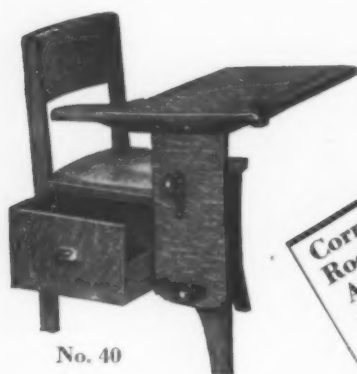
Lois Coffey Mossman of Teachers College, Columbia University, contributes an article that will be of great value to rural teachers. This article appears in the department of rural education, which is attracting wide attention.

William McAndrew, in the fourth article of the interesting series he has prepared for this maga-

zine, discusses "Methods and Aids to Realizing the School Policy."

Philip C. Lovejoy tells how the Rotary clubs of the country are assisting in the campaign to eradicate illiteracy. The article is illustrated with sketches made in the mountain districts of the South, where illiteracy is rife.

Other articles that combine to make this month's issue a real Christmas present are "Broadcasting an Education to Pupils of Chicago and the Midwest," "Selecting the Organization Plan" and "Making Use of the Old School While Building the New."



No. 40



No. 133S



No. 141

Contributing an Aid to Education

This company aims to aid education by protecting the pupil's physical being during classroom hours. Every effort extended in this organization is prompted primarily by a humanitarian interest and responsibility. The commercial aspect is, in actual fact, secondary. The hygienic correctness of design and construction and seating arrangement is paramount in

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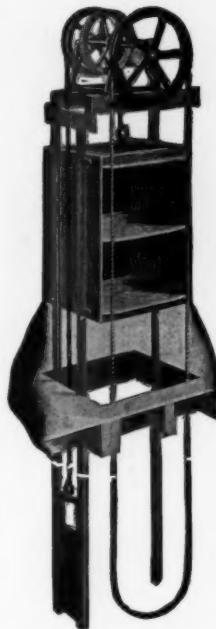


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• **HALSEY TAYLOR.**
Drinking Fountains

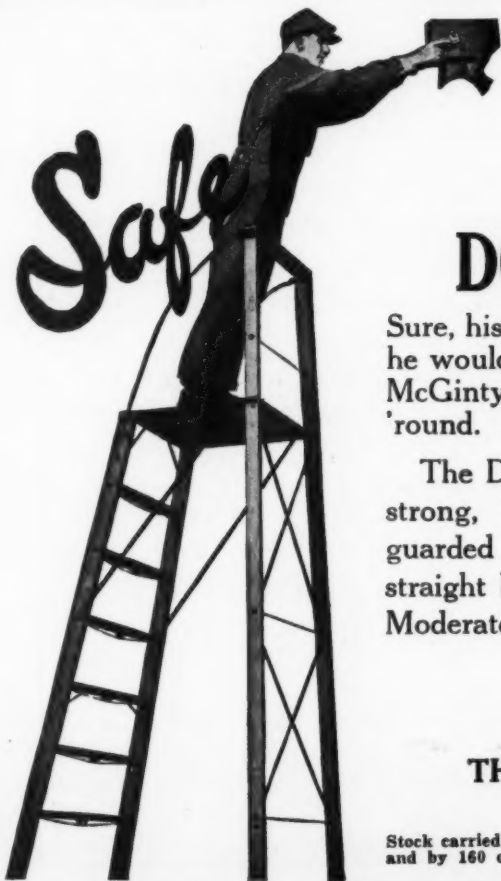
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Panics will start

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FIRE—shrieking children run terror-stricken for the stairways. A child stumbles—falls, others fall over his body—IT'S A PANIC! Smoke-crazed children hurl themselves frantically over the down-trodden bodies of classmates, crushing out tender lives.

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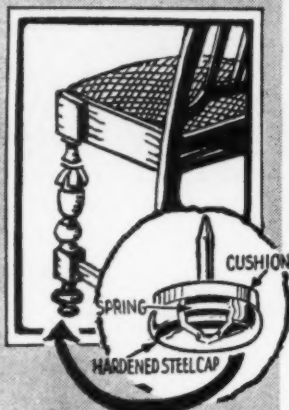
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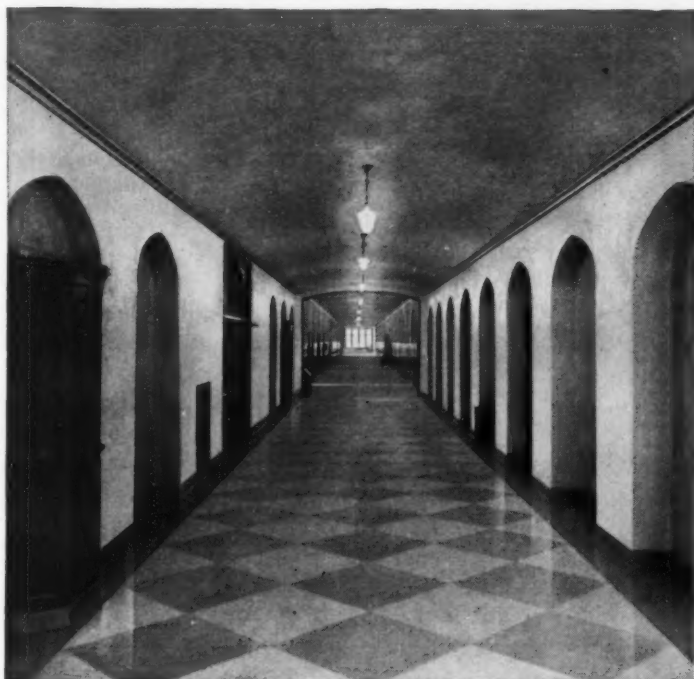
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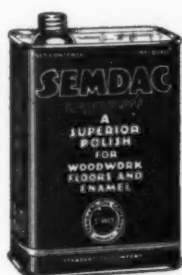
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Of The Nation's Schools, published monthly at Chicago, Illinois,
for October 1, 1930.

State of Illinois } ss.
County of Cook }

Before me, a Notary Public, in and for the State and county
aforesaid, personally appeared James G. Jarrett, who, having
been duly sworn according to law, deposes and says that he is
the Business Manager of The Nation's Schools Publishing
Company and that the following is, to the best of his knowledge
and belief, a true statement of the ownership, management (and
if a daily paper, the circulation), etc., of the aforesaid publica-
tion for the date shown in the above caption, required by the
Act of August 24, 1912, embodied in section 411, Postal Laws
and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor,
managing editor, and business managers are:

Publisher: The Nation's Schools Publishing Co., Chicago, Ill.
Editor: Prof. M. V. O'Shea, Madison, Wis.
Managing Editor: John A. McNamara, Chicago, Ill.
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2. That the owner is: (If owned by a corporation, its name
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Sworn to and subscribed before me this 22nd day of Septem-
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[SEAL]

J. P. McDERMOTT, Notary Public.

My commission expires August 10, 1933.



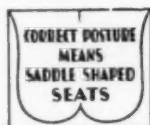
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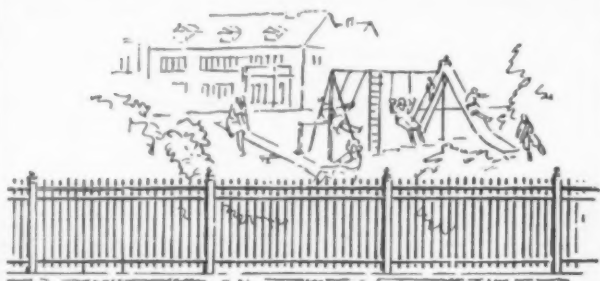
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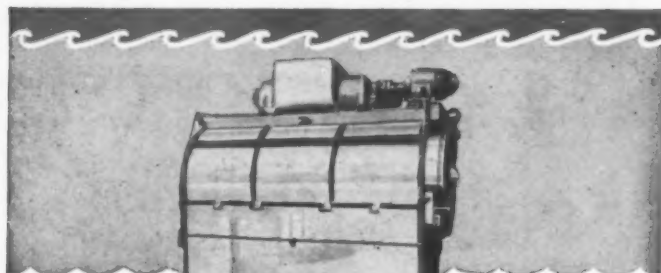
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The quality of Premier drying matches the economy of Premier performance. Both make this Troy tumbler an ideal unit for the school laundry. Write for full particulars.

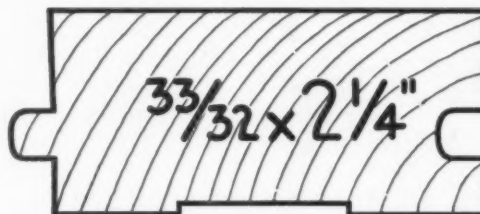
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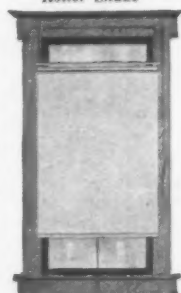
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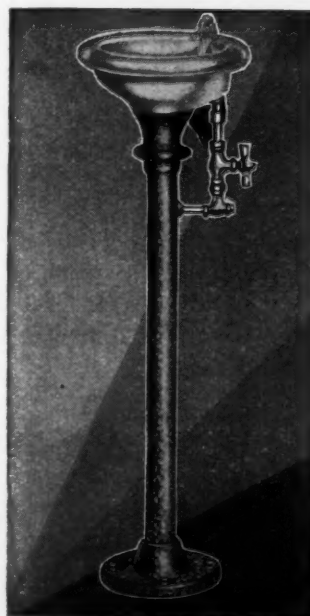
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
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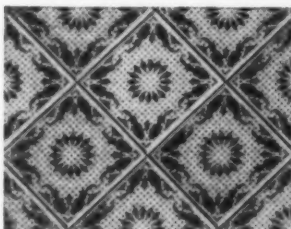
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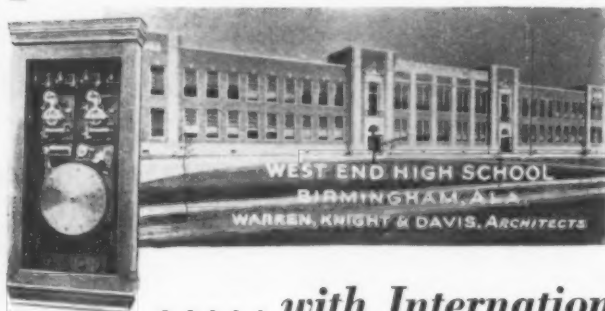
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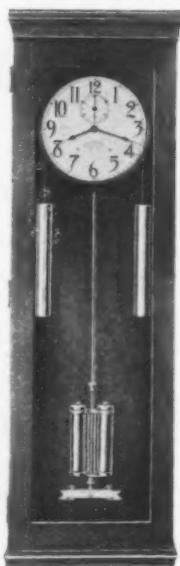
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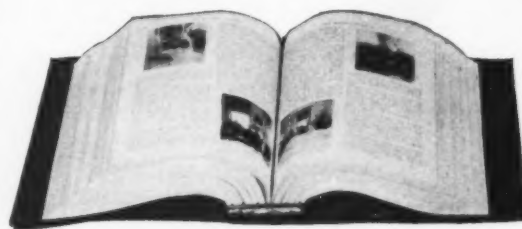


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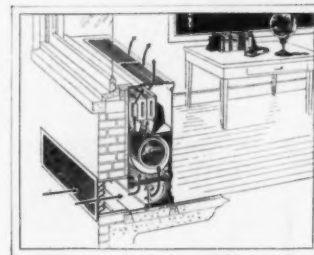
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Let them blow! Windows are shut tight...yet the classroom is filled with pure outdoor air, filtered, tempered to even warmth, and circulated *without drafts*. Sturtevant Unit Heater-Ventilators keep the classroom healthful, comfortable, and always at the right temperature...regardless of the weather outside. Fresh in mind and body, students can get full benefit from their work.



Good air is a distinct factor in keeping up attendance and standards of scholarship. Many schools...old and new...have made this factor *constant* with Sturtevant Unit Heater-Ventilators. Full information is given in Catalog 361. Ask our nearest office to mail you a copy.

B. F. STURTEVANT COMPANY

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Sturtevant Unit Heater-Ventilator

Reg. U. S. Pat. Off.
SUPPLIES OUTDOOR AIR  FILTERED CLEAN  AND TEMPERED



The Authority of Experience

A Message for the Readers of The NATION'S SCHOOLS

INDUSTRY today is itself a technical school that contributes its significant share in the development and betterment of school facilities. A few years ago an eastern manufacturer, before presenting a new product to the school, spent three years submitting it to laboratory tests and measuring its effectiveness in actual use. The results of his investigation today have an important bearing on school matters. There are numerous similar experiences found every day in the advertising pages of such publications as *The NATION'S SCHOOLS*. Here, for example, are a few excerpts, quoted from the current issue, that have a direct application to school problems.

"OUT of many years of study, research, and practical experience in the field of school ventilation a new science has evolved which is the basis of a new ventilation art. This art in many ways is contrary to past practice. Most present and past practice has been based on the assumption that harmful and injurious effects resulted from the inhalation of respiration air. Therefore, the object of most ventilation systems was to continuously flood the room with outdoor air in order to dissipate the so-called 'crowd poison.' Scientists of today, however, as a result of observation and practical experimentation, assert that the theory of outdoor air being the vital requirement of ventilation is unsound. They maintain that the indoor conditions essential to health, comfort and alertness are: 1. Atmospheric activity. 2. Relative humidity. 3. Control of room temperature."

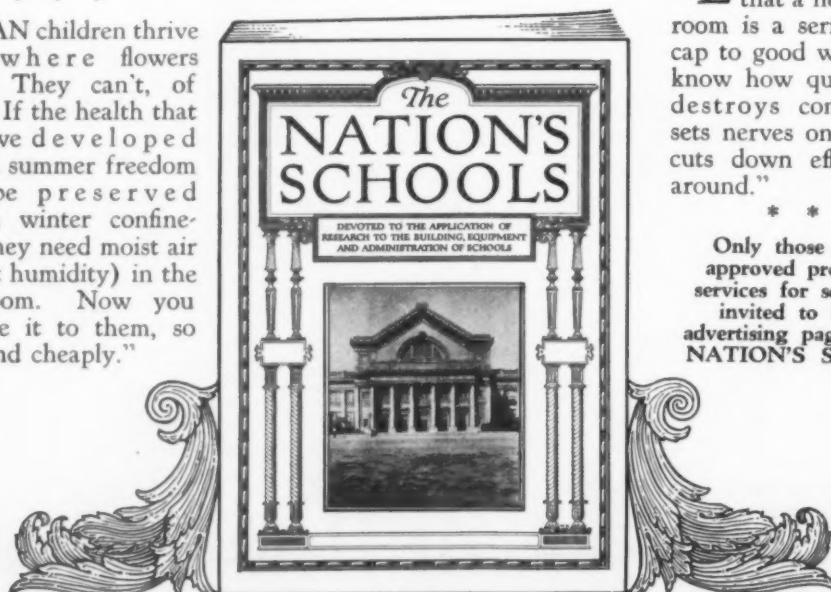
"CAN children thrive where flowers won't? They can't, of course. If the health that they have developed through summer freedom is to be preserved through winter confinement, they need moist air (correct humidity) in the schoolroom. Now you can give it to them, so easily and cheaply."

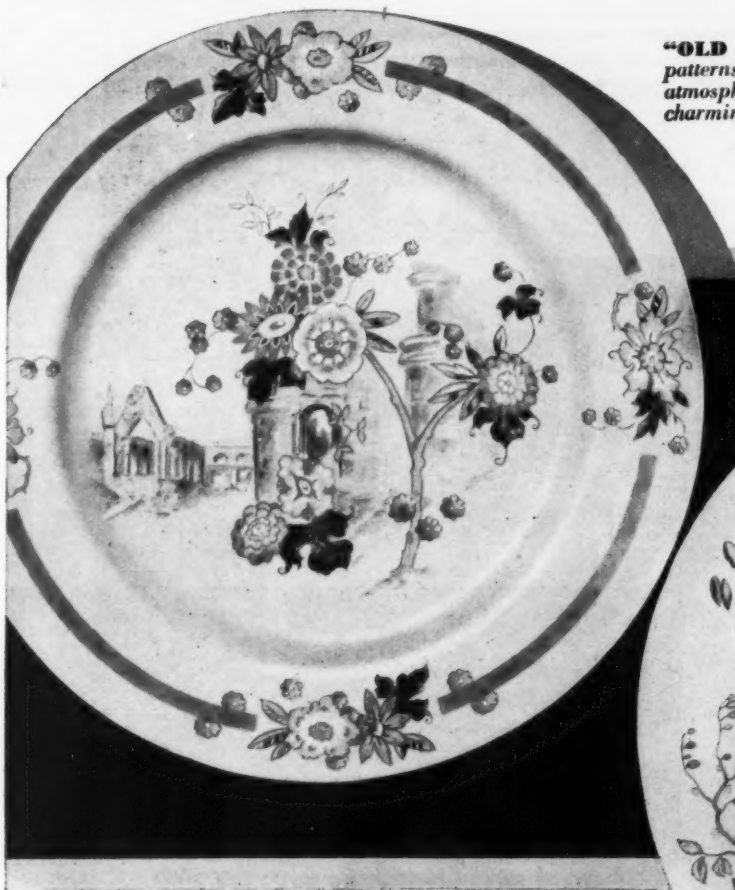
"THE use of academic caps and gowns for High Schools has come to stay. Superintendents, Principals, P. T. A.'s and Student Bodies, alike, recognize the democratic advantages of uniform graduation apparel which eliminates the feeling of inferiority that clouds graduation day for many students. Then, too, the academic cap and gown add impressive dignity to the ceremony, reflecting credit on the entire institution."

"SCHOOL DAYS — literally — are salad days. Haven't you noticed the way so many children pass through the 'pickle-craving' stage? Take advantage of this desire for tangy foods by serving a wholesome, healthful, inexpensive salad."

"EDUCATORS agree that a noisy schoolroom is a serious handicap to good work. They know how quickly noise destroys concentration, sets nerves on edge, and cuts down efficiency all around."

Only those offering approved products or services for schools are invited to use the advertising pages of *The NATION'S SCHOOLS*.





"OLD ABBEY"—one of the newer patterns in Old Ivory, in which the atmosphere of medieval England is charmingly evoked.

"CATHAY"—another recent Old Ivory pattern employing graceful Chinese motifs. Both these designs are readily available to all purchasers.



What Every Educator Knows...

NOT everything that a good school can teach is learned in the classroom. Many a vital lesson is absorbed indirectly: on the athletic field, in the dormitory—at the dining table. Experienced educators know this and wisely select equipment—particularly such refinements as the china service—with extreme care, appreciating its importance in moulding manners and in conducting to a home-like atmosphere. . . . It is significant that very many schools have chosen Syracuse Old Ivory, basing their choice upon its home-like "feel" and

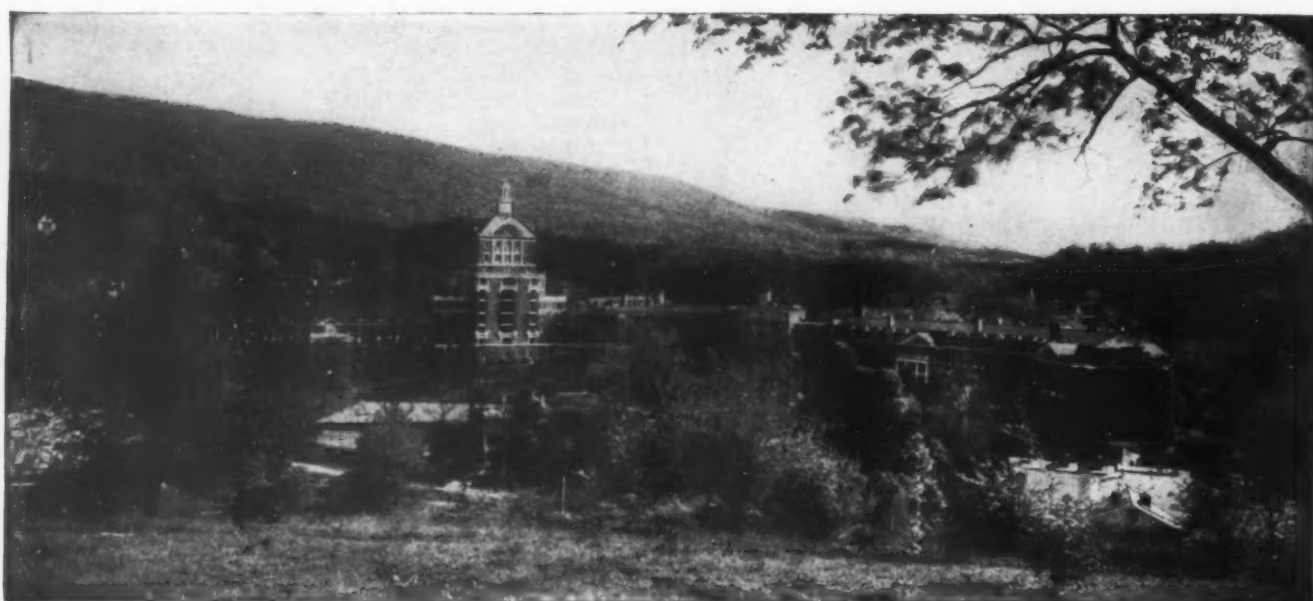
appearance, its soft lustre, its wide assortment of available patterns and its modern styling. They value, too, its reputation for low breakage and a prompt and economical replacement—since Old Ivory is made by the world's largest producers of institutional china . . . Nearly all institutional dealers are showing Syracuse China—including the two patterns pictured here. If you prefer, you may communicate direct with the Onondaga Pottery Company, Syracuse, N.Y. New York Offices: 551 Fifth Avenue—Chicago Offices: 58 E. Washington St.



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A PRODUCT OF ONONDAGA POTTERIES

THE HOMESTEAD at Hot Springs, Virginia, offers the ideal resort for the school official. Located amid mountain scenery of unusual magnificence, it extends the benefits of an invigorating climate, with every facility for recreation and for recuperation, including golf, horseback riding, and radioactive mineral waters.



THE HOMESTEAD, in its appointments and service, its clientele and management, will be found equal to the best of European Spas. School officials are invited to correspond with the Resident Manager for more detailed information. An illustrated brochure, "Virginia Hot Springs", will be sent on request. Write for it today.

THE HOMESTEAD

Christian S. Andersen, *Resident Manager*

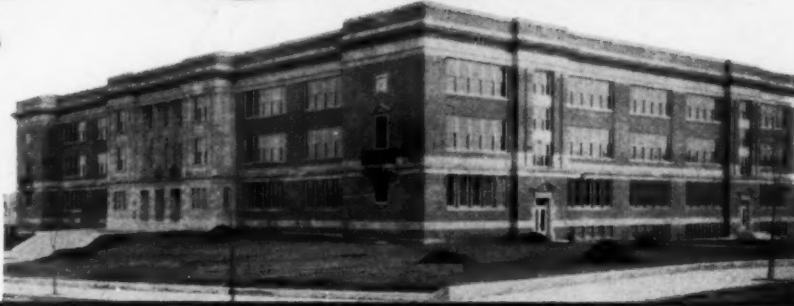
HOT SPRINGS, VA.

Booking Offices: The RITZ-CARLTON HOTEL, New York City

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for



the Modern School Building

IN THE modern school building the doors are an important part of construction. They must be built to withstand successfully the wear and tear of hard usage year in and year out.

Since 1855 Morgan has been building doors which have established a reputation for quality in school buildings the nation over. Builders specializing in this type of construction recognize the excellence of Morgan doors by insisting on their use.

No matter what the need, large or small, special or stock designs, Morgan can care for the door problem to complete satisfaction.

Write to the office nearest you for full information on Morgan doors.

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Morgan Flushwood Doors
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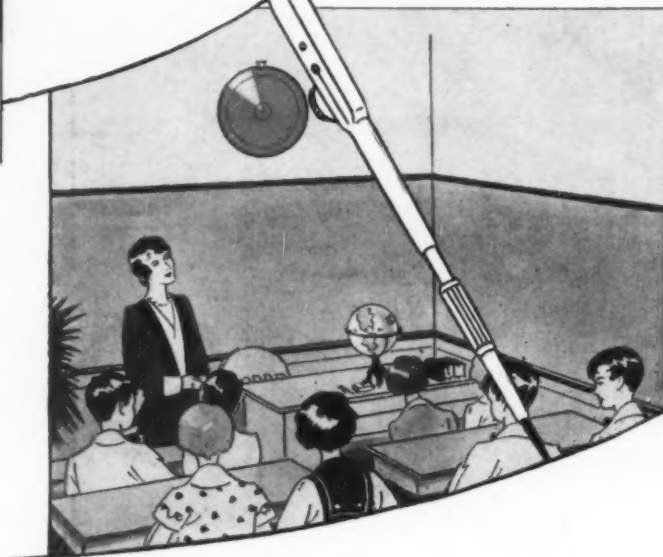
WIDEN THE HEARING CIRCLE



Tune in the PRESIDENT as your civics teacher

Whenever the President talks over the radio, his message can be heard in any number of classrooms at the same time. The nation's leaders can teach civics to your students, with the Western Electric Public Address System—at the turn of a teacher's wrist.

Radio hook-up is but one of many school uses for Public Address. With this equipment general notices, fire drill orders and special instructions can be transmitted into a microphone right in the school building—amplified to any desired degree and delivered at any number of points. With it an audi-



torium can be so equipped that even the faintest of young voices can be carried to every seat.

However the system is used, reproduction is equally good. Send the coupon for further information, which is sure to be of interest to you.

GRAYBAR ELECTRIC CO., N.B. 11-30
GRAYBAR BUILDING, NEW YORK, N. Y.

Gentlemen: Please send us The Story of
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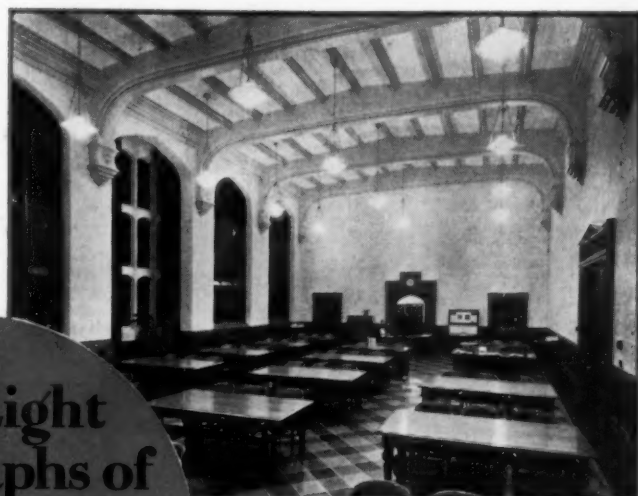
CITY STATE

Western Electric

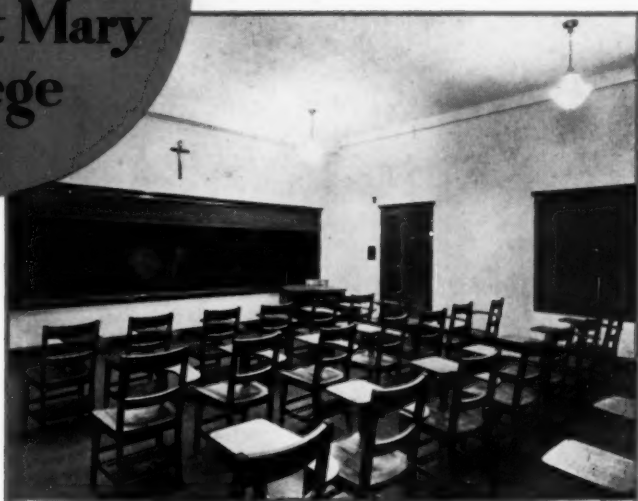
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Distributed by GRAYBAR Electric Company

Have You Ever Seen a Better Lighting Installation than this



Night Light photographs of Holophane Lighting in Mount Mary College



DESIGNED and built to be one of the finest girls' colleges in the country, Mount Mary College in Milwaukee is lighted thruout with Holophane Units.

In the class rooms and most other rooms the architects, Herbst & Kuenzli, used Holophane Filterlites because they felt that these units provide the best illumination, besides giving a quality of light which blends better than any other with daylight (thus making it pos-

sible to use artificial illumination to better advantage on cloudy days).

In the corridors, Holophane directional corridor units are used; in the bookstack room Holophane bookstack units spread light evenly over shelf after shelf of books.

There is a specific Holophane Unit for every lighting requirement. May we help you with your lighting problems? Address Holophane Company, Inc., 342 Madison Ave., New York.

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Will pay well for the privilege of working for you

If you take me, I promise to
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This is the FINNELL for home use. Light, compact, speedy, amazingly efficient, and priced within reach of any purse. Waxes, polishes, removes old varnish, scrubs—wet or dry.

HOW much the FINNELL SYSTEM will save you depends of course on the job. It saves one large user over \$26,000 yearly. Others it has saved more; some small establishments with proportionately smaller installations are saving several hundred dollars—more than enough in either case to pay for the installation every year.

It depends also upon whether you now scrub—or just mop. The new FINNELL Combination Scrubber and Water Absorber actually scrubs and picks up the dirty water in half the time a man takes to mop a floor. Thus it will save half the labor cost—besides producing cleaner floors.

This flexibility is one of the special features of the FINNELL SYSTEM. Instead of having to take one model and apply it to the job—which may be too large for adequate results or too small for economy—you select from a complete line, the machine just right for your school building. Besides the combination FINNELL, designed for large floor areas, there are eight other models—for average and small floor areas.

Free Consulting Service. Write for information. Indicate size of school building you have and a complete description of the FINNELL SYSTEM adapted to your needs will be sent you. No obligation implied. Later demonstration can be arranged if you wish. Address FINNELL SYSTEM, INC., 1511 East Street, Elkhart, Ind.

FINNELL

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